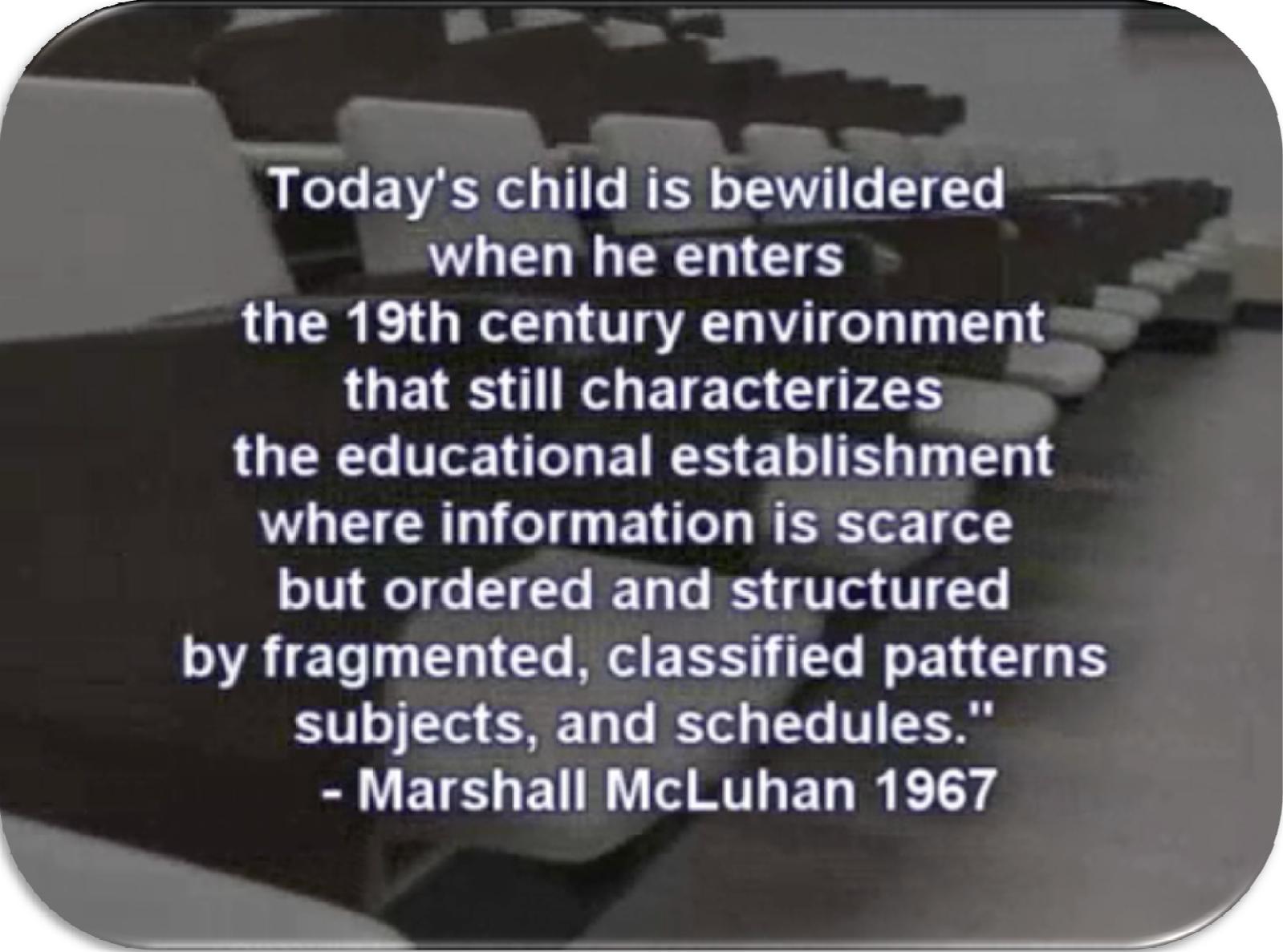




# 69 Learning Adventures in 6 Galaxies

Zaid Ali Alsagoff  
E-Learning Manager, INCEIF  
[zaid.alsagoff@gmail.com](mailto:zaid.alsagoff@gmail.com)



Today's child is bewildered  
when he enters  
the 19th century environment  
that still characterizes  
the educational establishment  
where information is scarce  
but ordered and structured  
by fragmented, classified patterns  
subjects, and schedules."  
- Marshall McLuhan 1967

## A Vision of Students Today

<http://www.youtube.com/watch?v=dGCJ46vyR9o>

# Vision 2010

Passionate

Creative

Innovative

Explorer

Connector

Lifelong Learner



Facilitator

Coach

Confident

Friendly

IT-Sawy

Engaging

Learning Specialist

Open-Minded

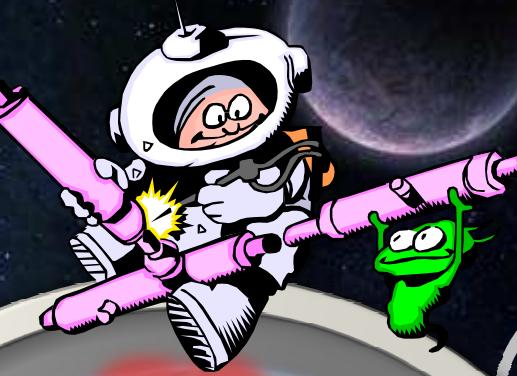
Synthesizer

Motivated

Caring

AHA

# CONTENTS



69

Learning  
Adventures

5. Possibilities

4. Case Study

1. eBook

2. Learning

3. Challenges



Zaid Ali Alsagoff



<http://zaidlearn.blogspot.com/>

eBook

1

# Mission

# JAN 2007

I want to  
write a Book!

# About What?

# LEARNING!

Not Sure  
Really!

# Where to Start!

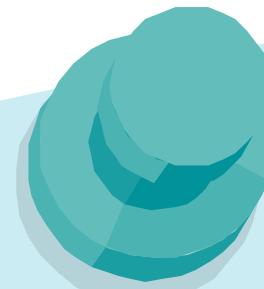
## JUL 2007

Let's Blog!

# My Mission?

JUL 2008  
יולי 2008

Oh! I forgot!

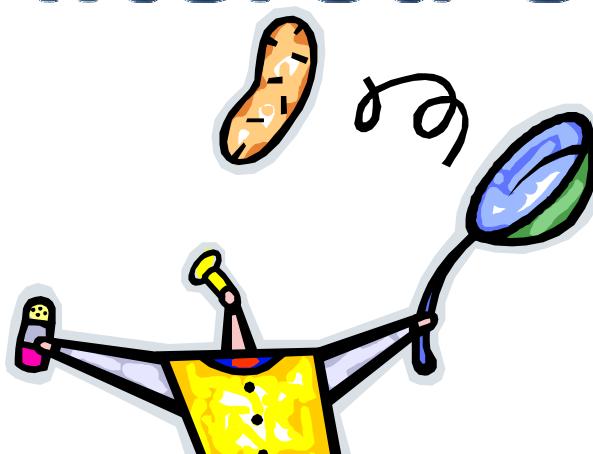


# IDEA!

“Let’s redefine my primitive perception of what a book should look like, and *create a book (or ebook)* out of my posted learning nuggets.”

22<sup>nd</sup> July, 2008

# Filtered Out The Juice!



THURSDAY, MAY 15

## 75 Free EduGames to Spice Up Your Course!

- ZaidLearn's Delicious Games Links
- OpenCourseWare and Open Educational Resources
- Free Learning Tools
- Printer-Friendly Version



Enter your Email  
  
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SUBSCRIBE TO  
 Posts  
 Comments

HI!  
 [VIEW MY COMPLETE PROFILE](#)

**NEW**

<http://zaidlearn.blogspot.com/>

# Nuggets

300



172



69



# 2 Weeks Later: eBook Published



Mission  
Accomplished!

Learning Tools  
Teaching Content  
Stories EduGames

URL: <http://www.scribd.com/doc/4545960/69-Learning-Adventures-in-6-Galaxies>

# Screenshot

**Scribd** Publish to millions. Share with friends. Search billions of words.  Search

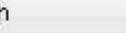
Hello zaidlearn | [0](#) | Log Out | [Settings](#)

My Scribd My Docs Explore Community [Upload](#) Tools & Extras Publishers

## 69 Learning Adventures in 6 Galaxies

A collection of 69 learning nuggets (articles) from ZaidLearn compiled into an ebook. This ebook is divided into six learning galaxies (or themes), which are: Learning, Teaching, Stories, Free e-Learning Tools, Free Learning Content and Free [View Document](#) [Info](#) [»](#)

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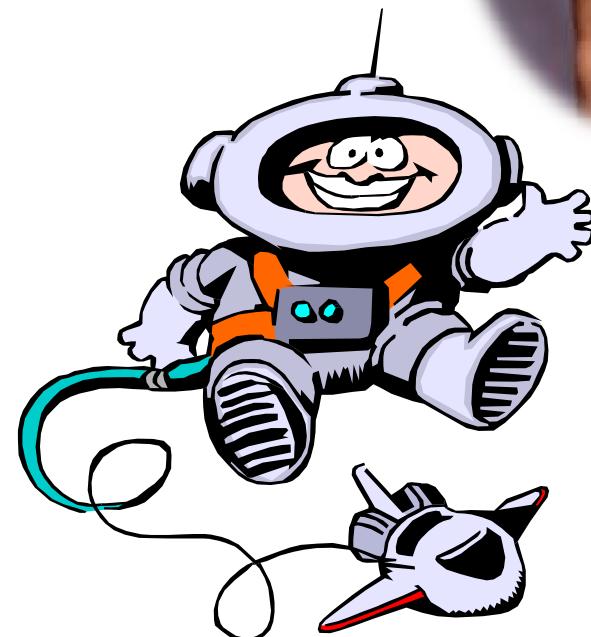
<http://www.scribd.com/doc/4545960/69-Learning-Adventures-in-6-Galaxies>

# RESULTS!

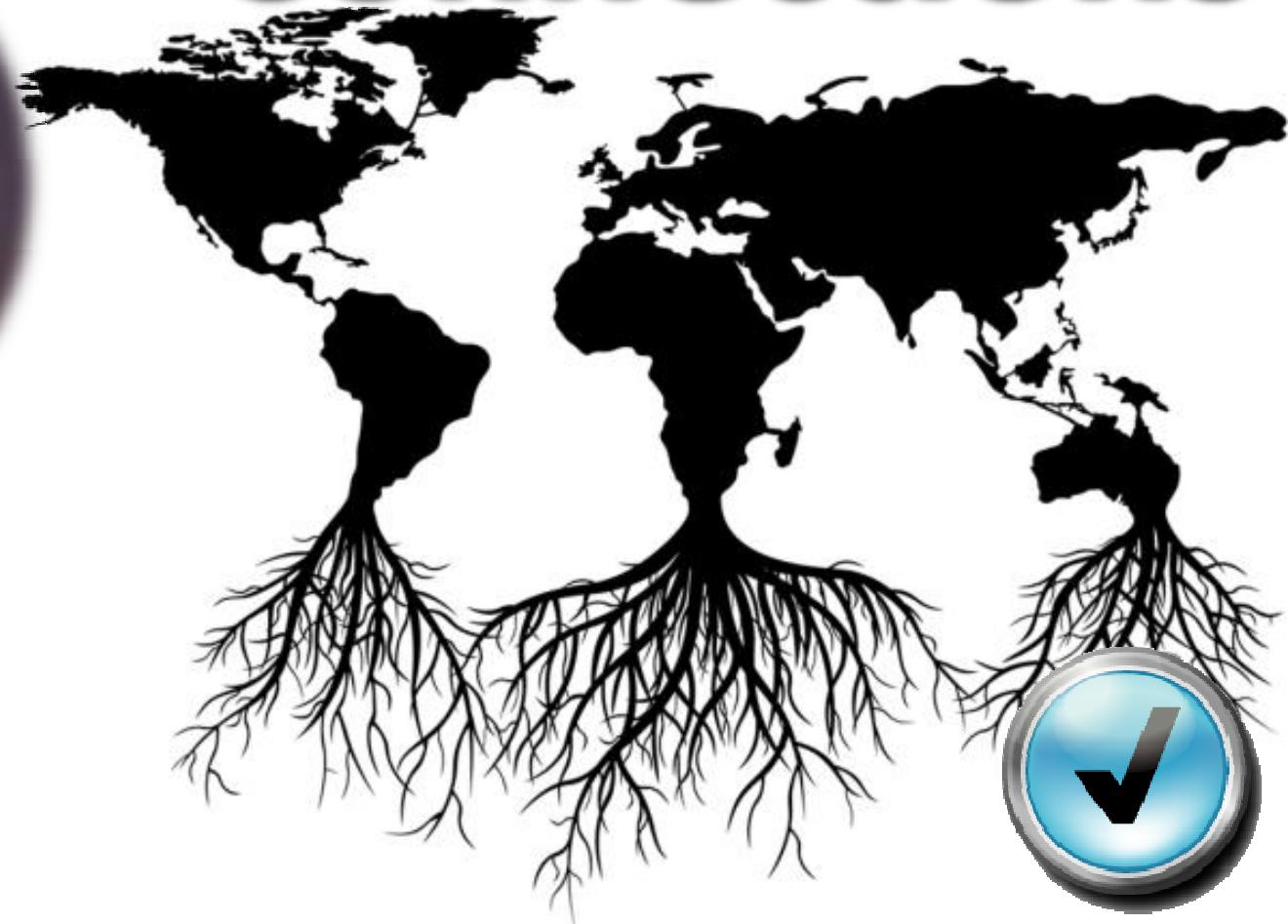
Cost



Profit



# Connections



# READING TIPS!

1. Don't Read A-Z!
2. Scan Contents!
3. Ignore Rubbish!
4. Zoom In!
5. Find It?
6. Click 'Article URL'
7. Then Read!
8. Explore the Resources!
9. Reflect Your Learning!
10. Let's Reflect Together!

## 1. SECRETS OF THE SUPER-LEARNERS (GRAIG LAMBART)

Article URL: <http://zaidlearn.blogspot.com/2007/08/secrets-of-super-learners-graig-lambert.html>

Example - Article URL

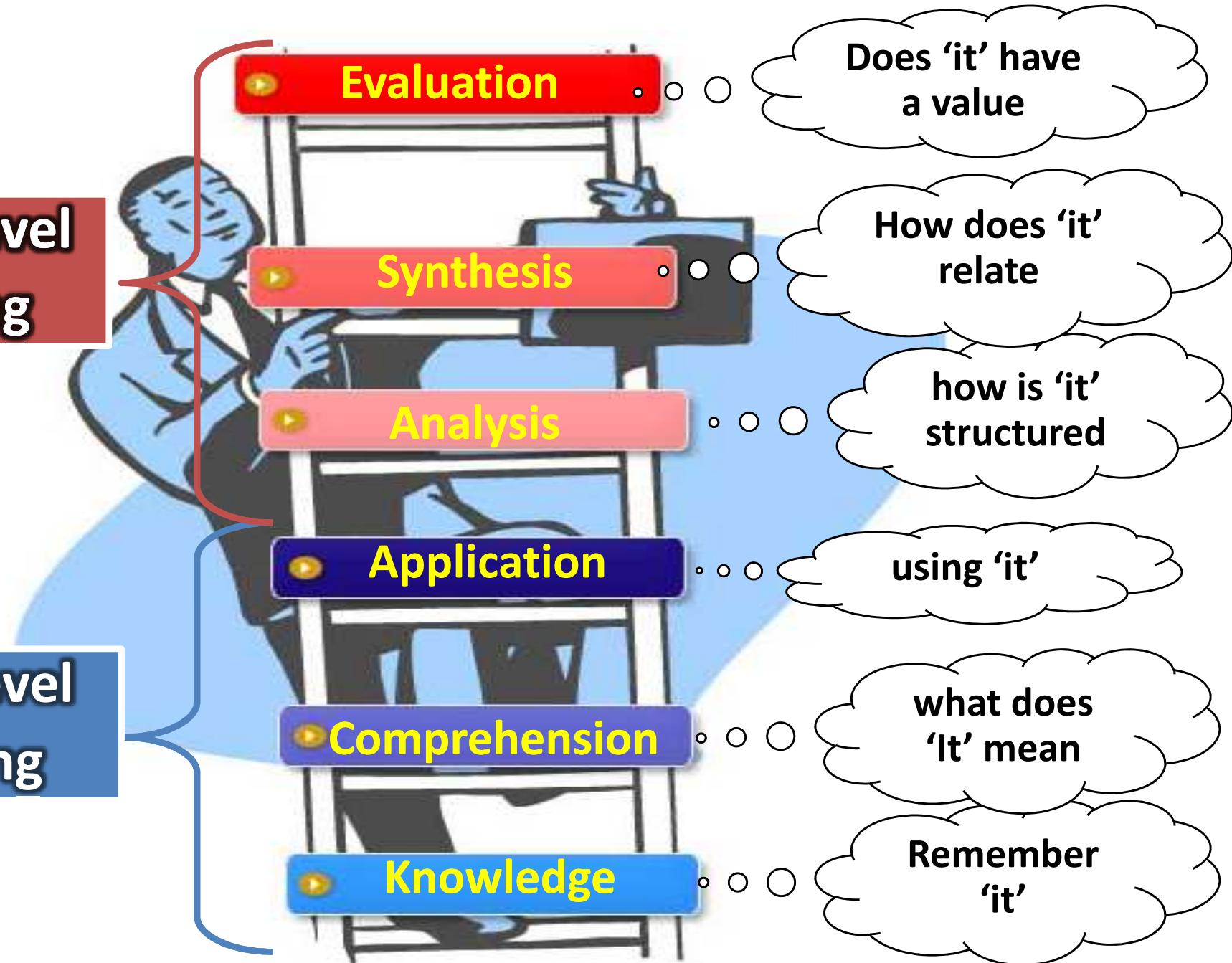


# Learning

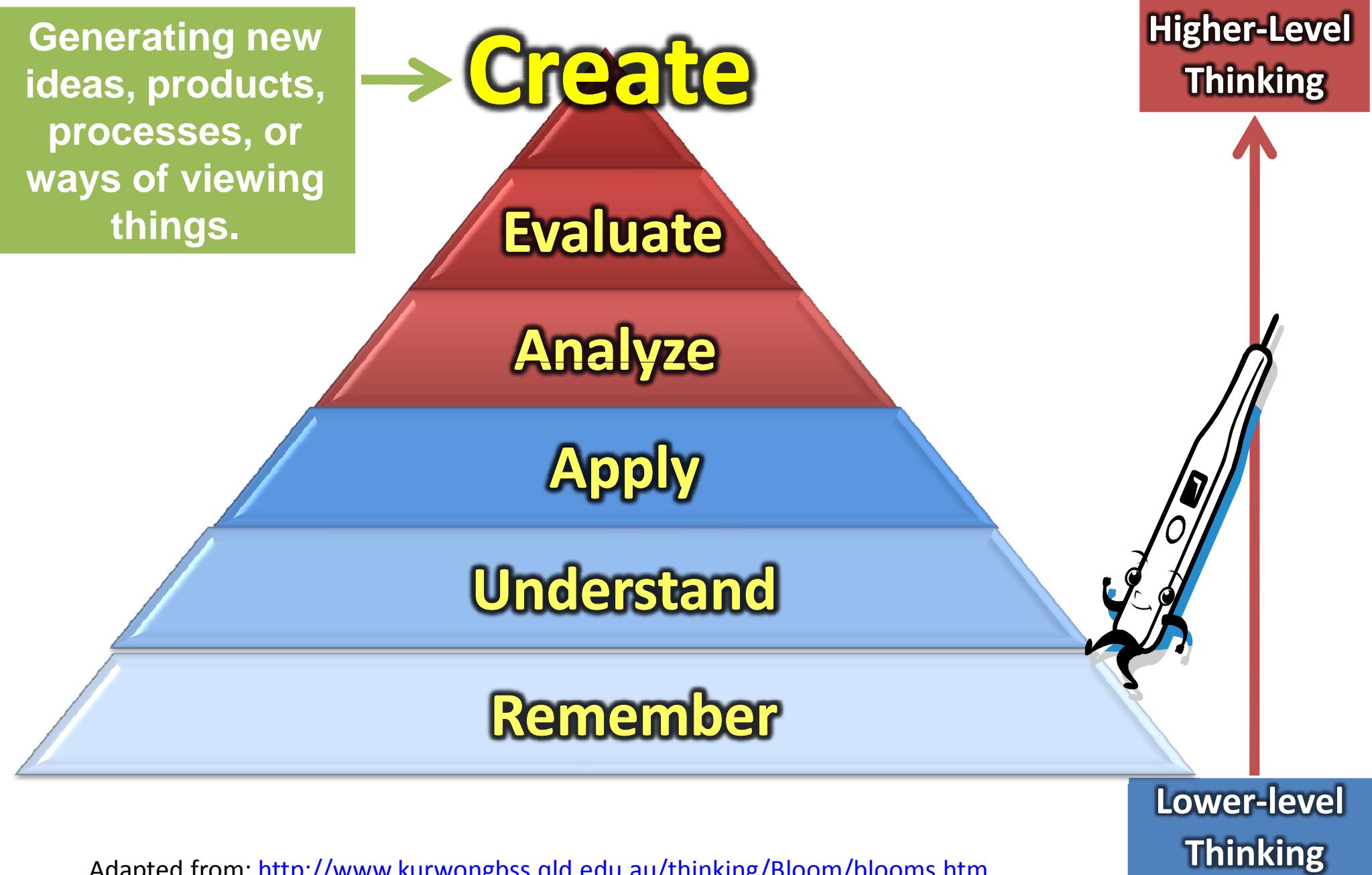
“Some people study all their life and  
at their death they have learned  
everything except to THINK”  
– *Francois Domergue*

# Bloom's Taxonomy

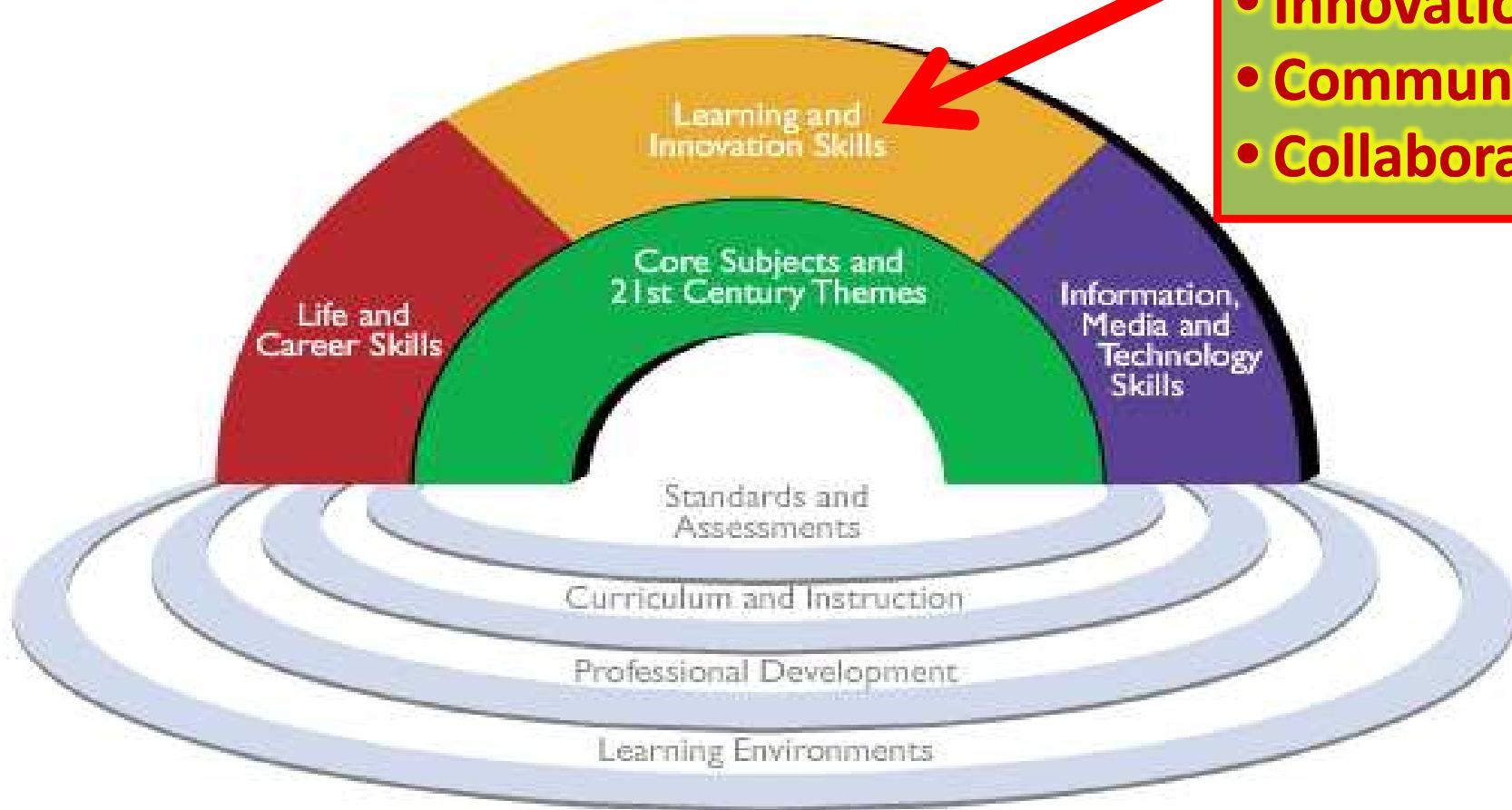
Higher-Level Thinking



# Bloom's Taxonomy (Revised)



# Route 21



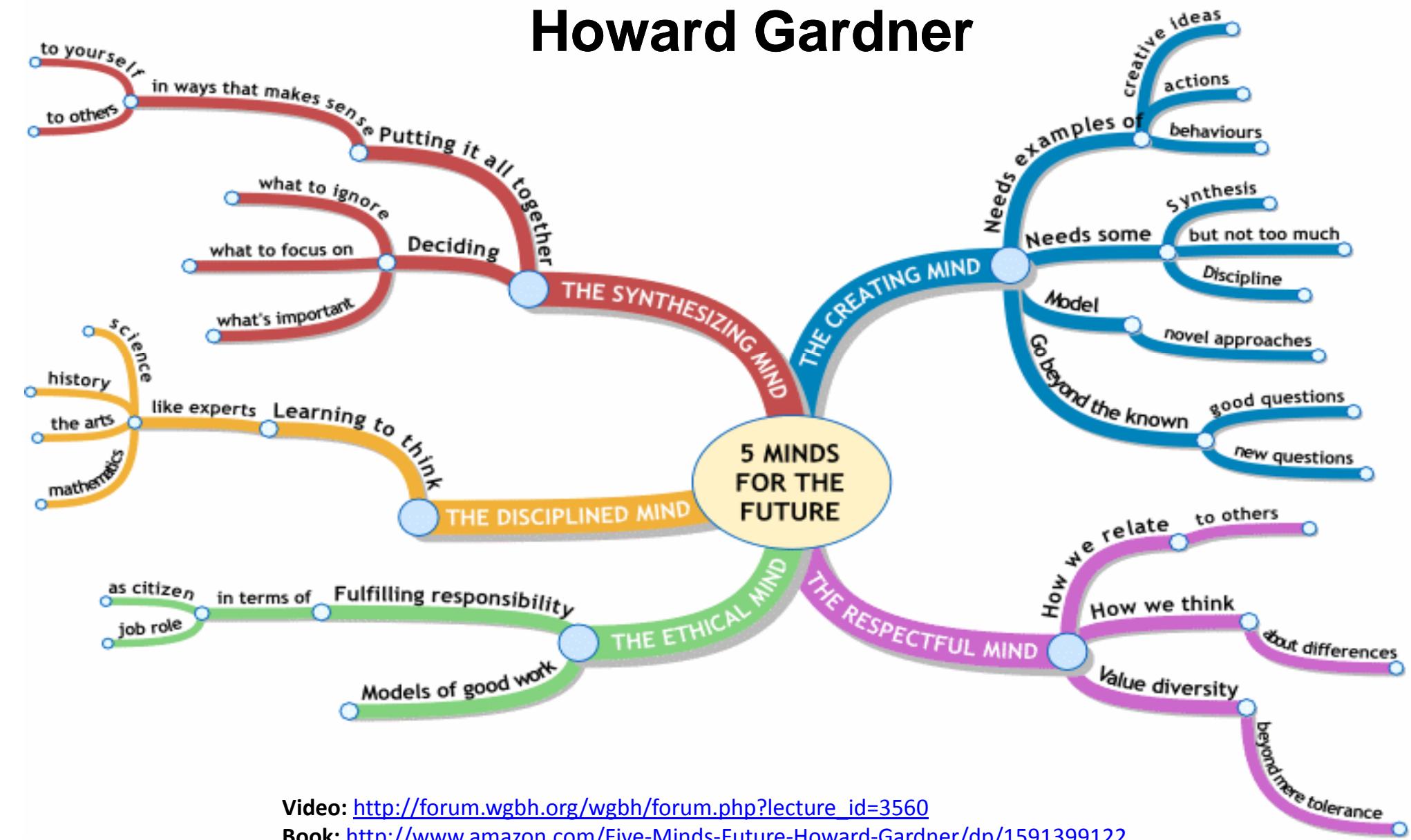
- Critical Thinking
- Problem Solving
- Creativity
- Innovation
- Communication
- Collaboration

***A Roadmap For 21<sup>st</sup> Century Learning***

URL: <http://www.21stcenturyskills.org/route21/>

# Five Minds for the Future

## Howard Gardner



# A Whole New Mind

Symphony

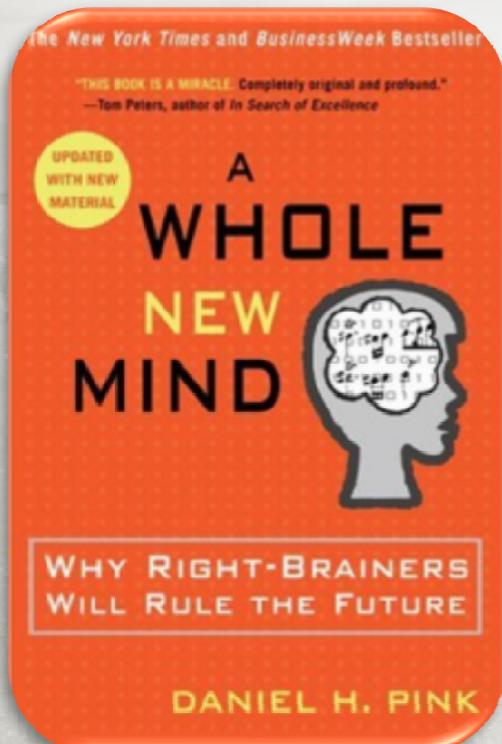
Empathy

Design

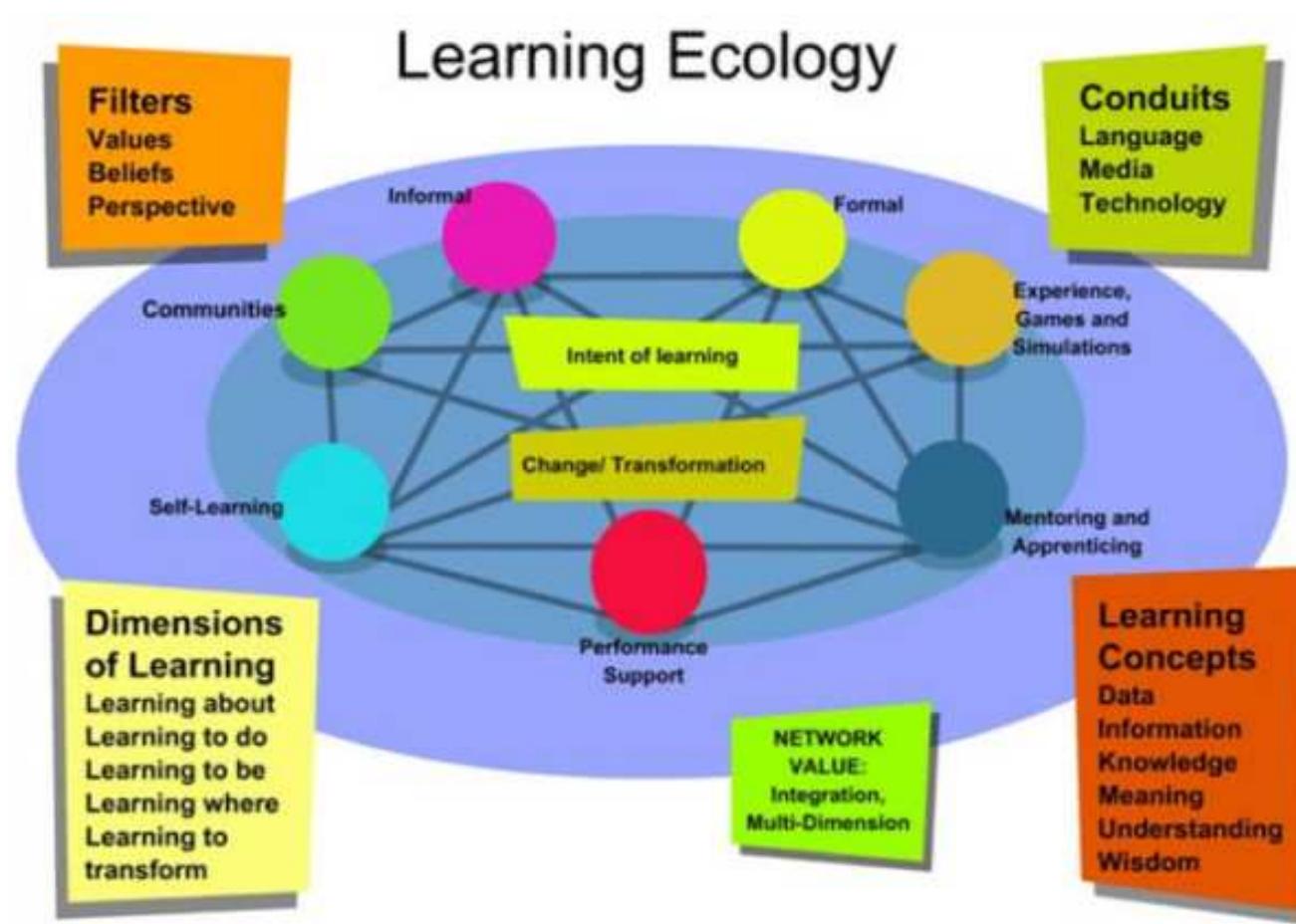
Meaning

Story

Play



# Connectivism



## Connectivism: Process of creating network

“...A form of knowledge and a pedagogy based on the idea that knowledge is distributed across a network of connections and that learning consists of the ability to construct and traverse those networks.”

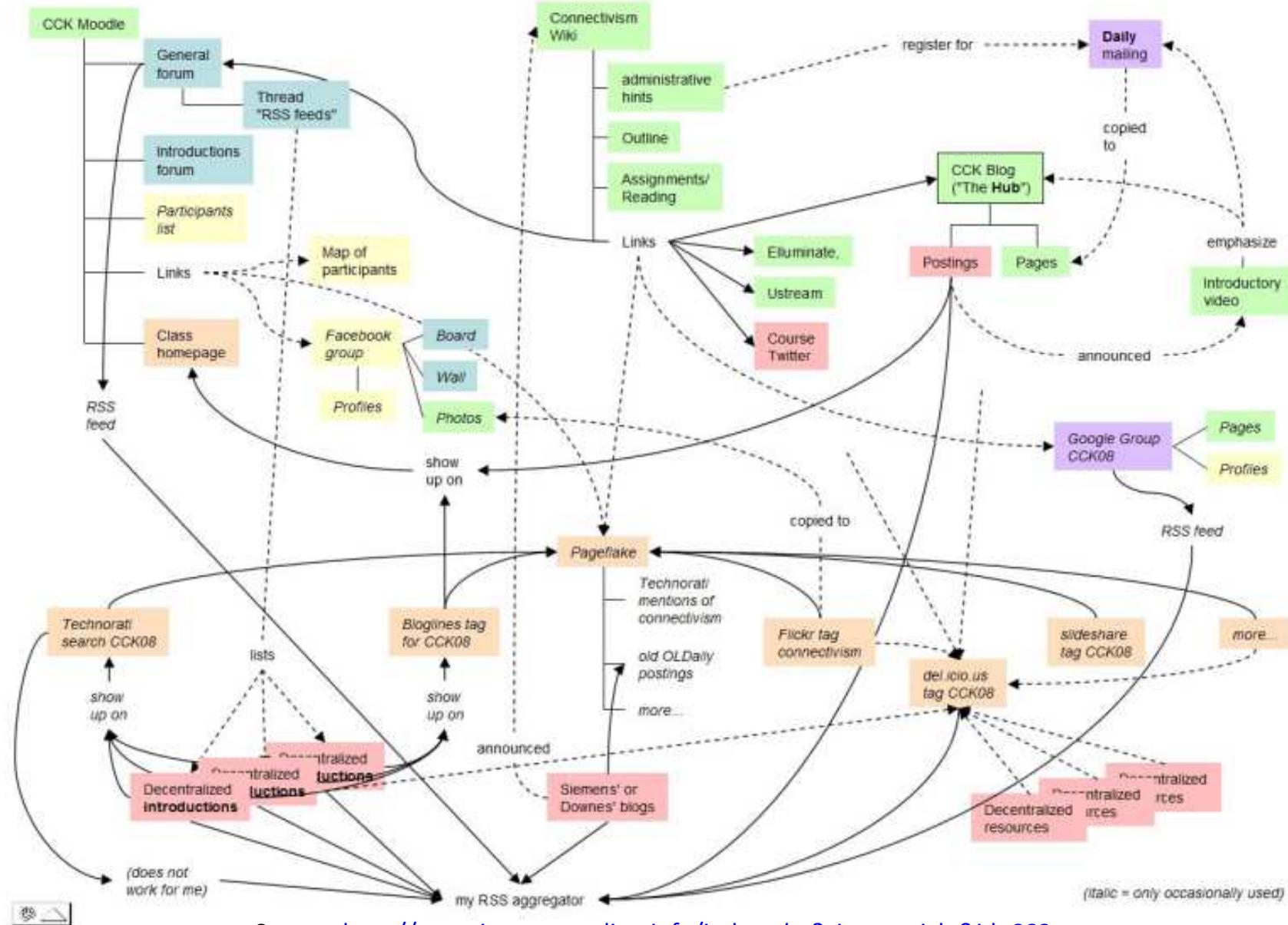
**George Siemens**

# Connectivism Different?

Property	Behaviourism	Cognitivism	Constructivism	Connectivism
<b>How learning occurs</b>	Black box—observable behaviour main focus	Structured, computational	Social, meaning created by each learner (personal)	Distributed within a network, social, technologically enhanced, recognizing and interpreting patterns
<b>Influencing factors</b>	Nature of reward, punishment, stimuli	Existing schema, previous experiences	Engagement, participation, social, cultural	Diversity of network, strength of ties
<b>Role of memory</b>	Memory is the hardwiring of repeated experiences—where reward and punishment are most influential	Encoding, storage, retrieval	Prior knowledge remixed to current context	Adaptive patterns, representative of current state, existing in networks
<b>How transfer occurs</b>	Stimulus, response	Duplicating knowledge constructs of “knower”	Socialization	Connecting to (adding) nodes
<b>Types of learning best explained</b>	Task-based learning	Reasoning, clear objectives, problem solving	Social, vague (“ill defined”)	Complex learning, rapid changing core, diverse knowledge sources

# CCK08: A Connectivist Course Structure

## A Network of Diverse Technologies



Source: <http://www.innovateonline.info/index.php?view=article&id=668>

# challenges

*“We are currently preparing students for jobs that don’t yet exist, using technologies that haven’t yet been invented, in order to solve problems we don’t even know are problems yet.”*

*- Karl Fisch*



According to former Secretary  
Of Education (US) Richard Riley the  
**Top 10 in-demand jobs in 2010**  
**Did not exist in 2004**

“The amount of new technical information is **doubling every 2 years.**”

For students starting a four-year technical or college degree, this means that half of what they learn in their first year of study will be **outdated** by their third year of study.



Source: <http://shifthappens.wikispaces.com/>

**Karl Fisch**

# But Then...

**“It’s predicted to double every**

**72**

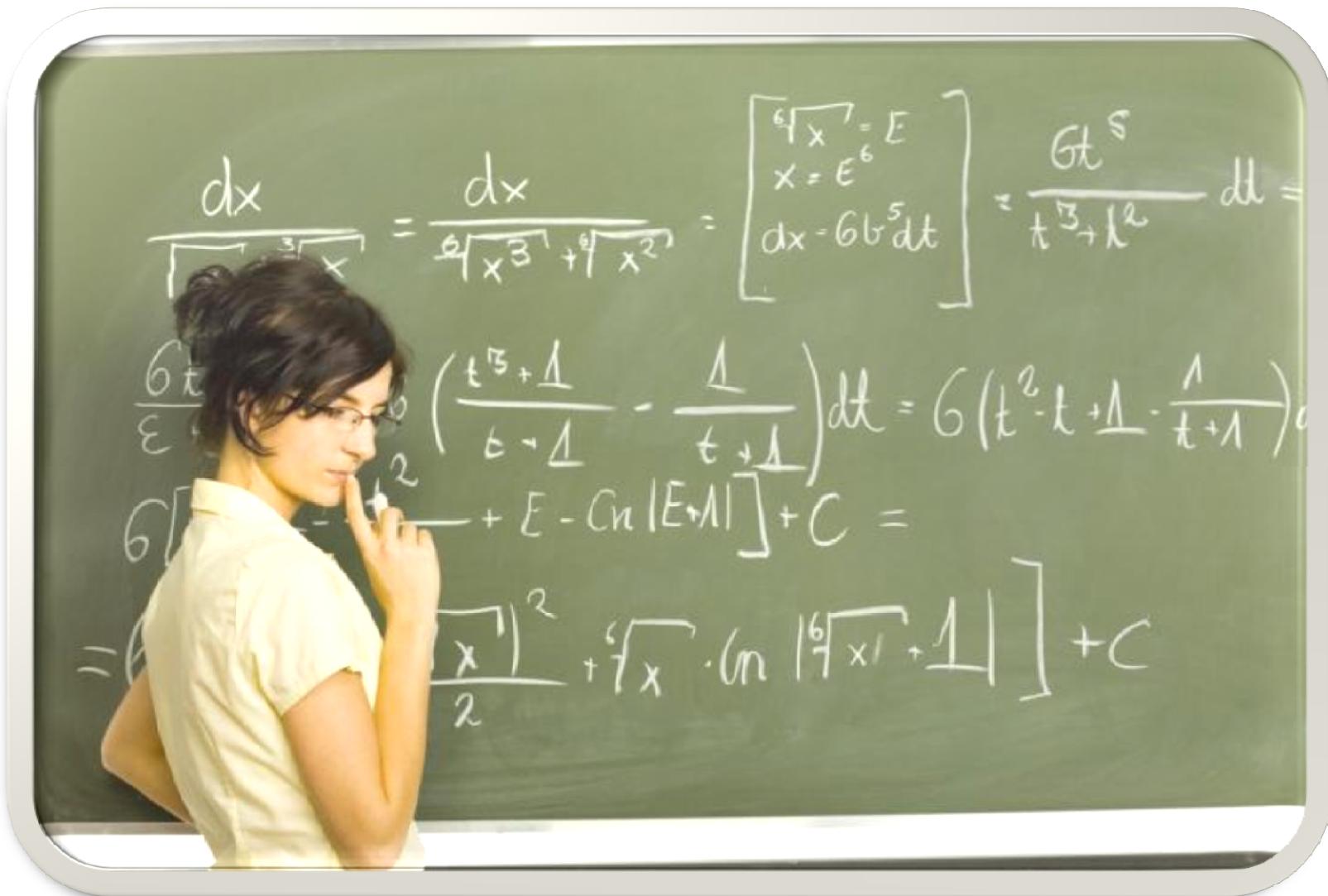
**hours by 2010.”**



Source: <http://thefischbowl.blogspot.com/2006/08/did-you-know.html>

**Karl Fisch**

# Challenges from a...



...point-of-view.

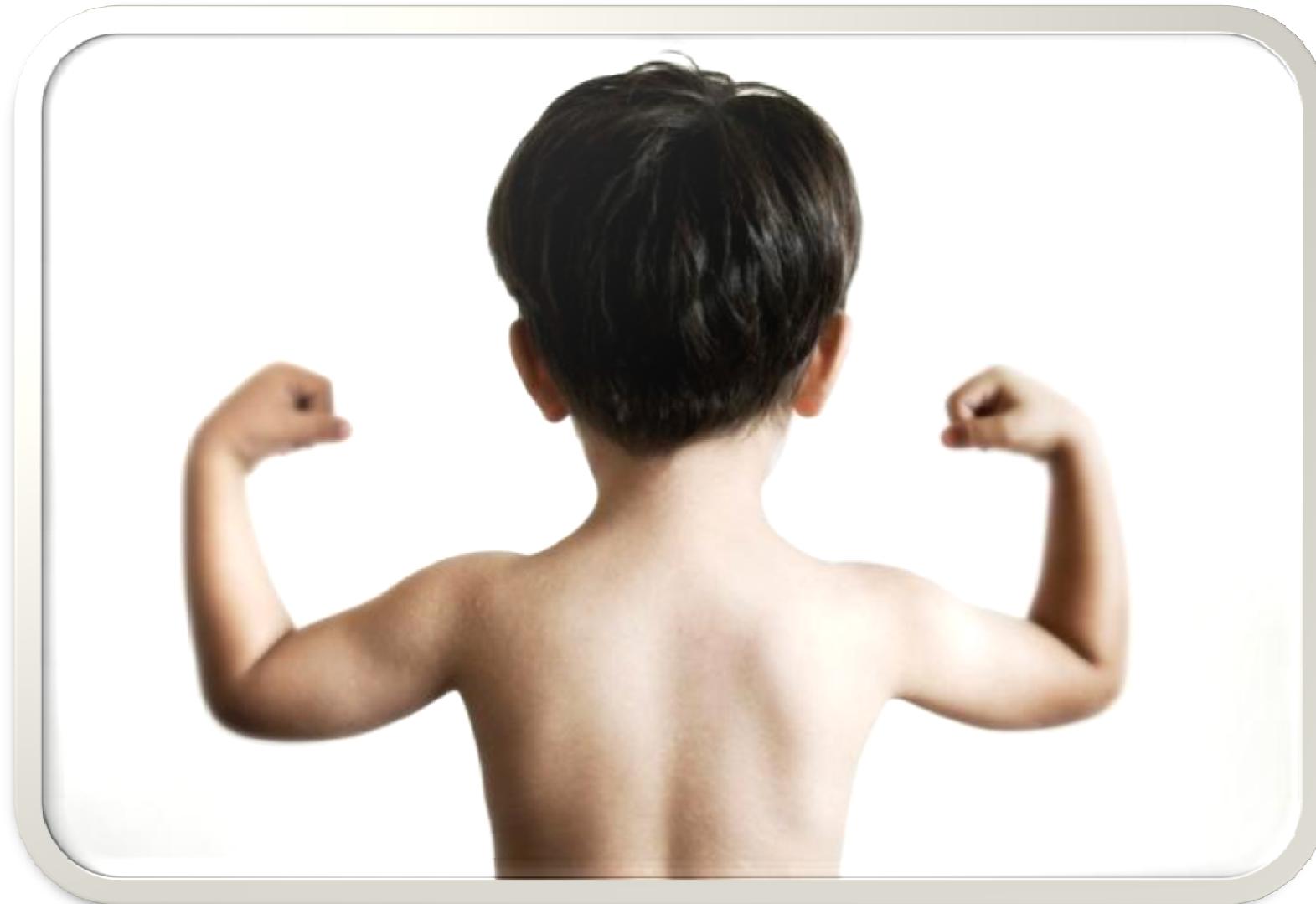
# HOW DO WE NURTURE...

- ❑ **Global Graduates?**
- ❑ Students for ***jobs not yet invented?***
- ❑ 21<sup>st</sup> Century skills ***required in the workplace?***
- ❑ The ***Net Generation?***
- ❑ The students' ***Language Barrier*** to thinking?
- ❑ Students for the ***Innovation Economy?***
- ❑ **Ourselves** to become 21<sup>st</sup> Century...?

***“Learn, relearn and unlearn!”***



# “It’s Not ADD—I’m Just Not Listening!”



**\*ADD - Attention Deficit Disorder**

Quote: <http://net.educause.edu/ir/library/pdf/ERM0553.pdf>

# The Net Generation?

	<b>Matures</b>	<b>Baby Boomers</b>	<b>Generation X</b>	<b>Net Generation</b>
<b>Birth Dates</b>	1900–1946	1946–1964	1965–1982	<b>1982–1991</b>
<b>Description</b>	Greatest generation	Me generation	Latchkey generation	<b>Millennials</b>
<b>Attributes</b>	Command and control Self-sacrifice	Optimistic Workaholic	Independent Sceptical	<b>Hopeful Determined</b>
<b>Likes</b>	Respect for authority Family Community involvement	Responsibility Work ethic Can-do attitude	Freedom Multitasking Work-life balance	<b>Public activism Latest technology Parents</b>
<b>Dislikes</b>	Waste Technology	Laziness Turning 50	Red tape Hype	<b>Anything slow Negativity</b>

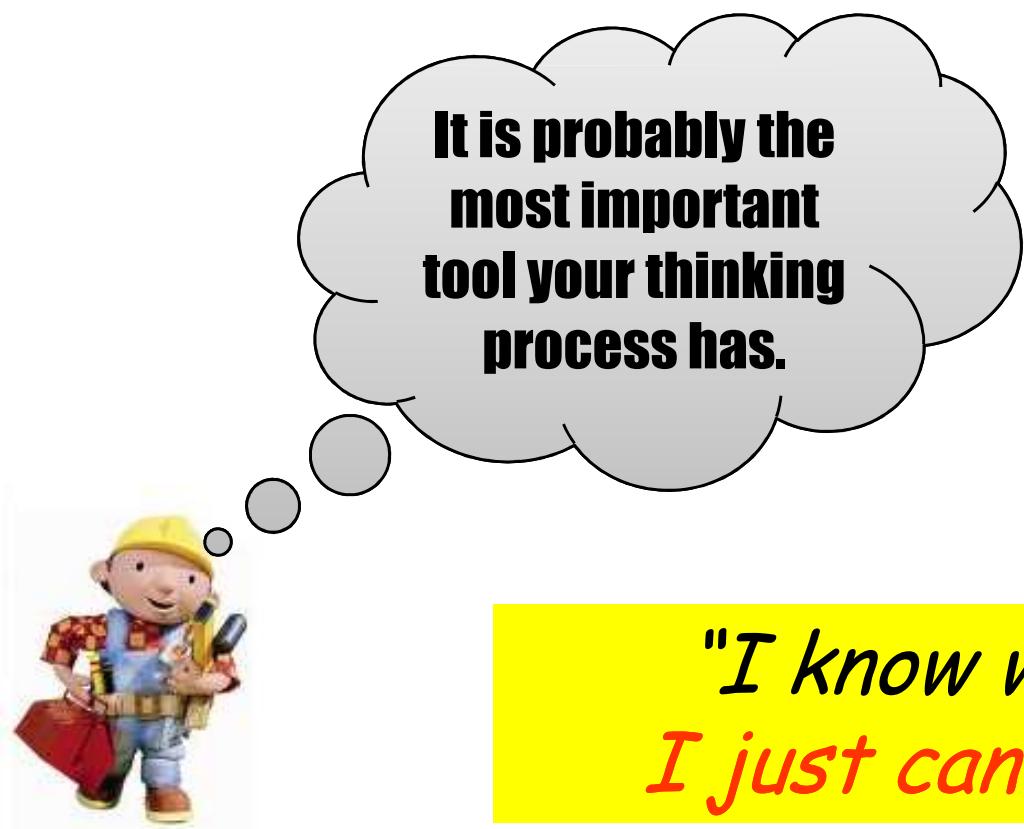
# The Net Generation's Online Learning Space!

# Time to study?



# The Language Barrier to Thinking...

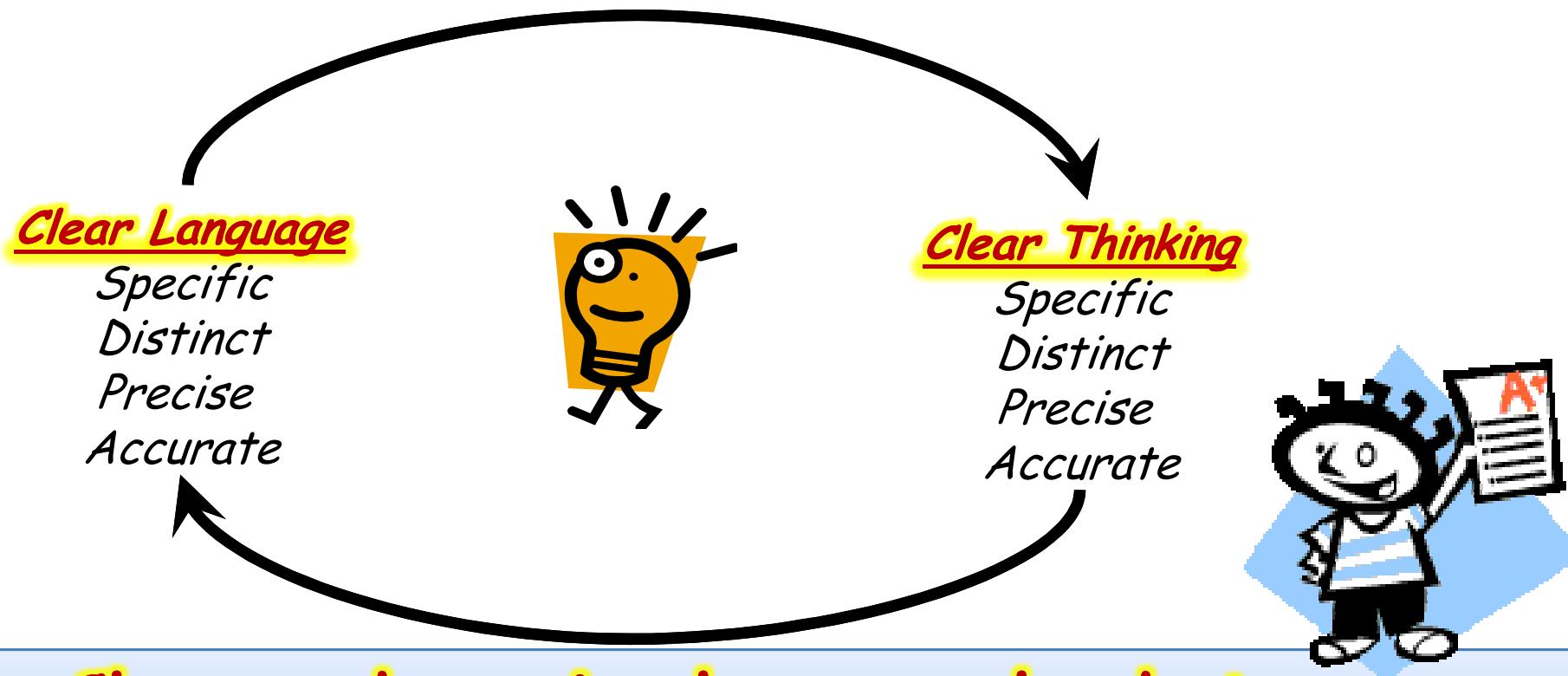
**Language** is a powerful tool that enables you to articulate/express your thoughts, feelings, and experiences symbolically.



*"I know what I want to say, but I just can't find the right words."*

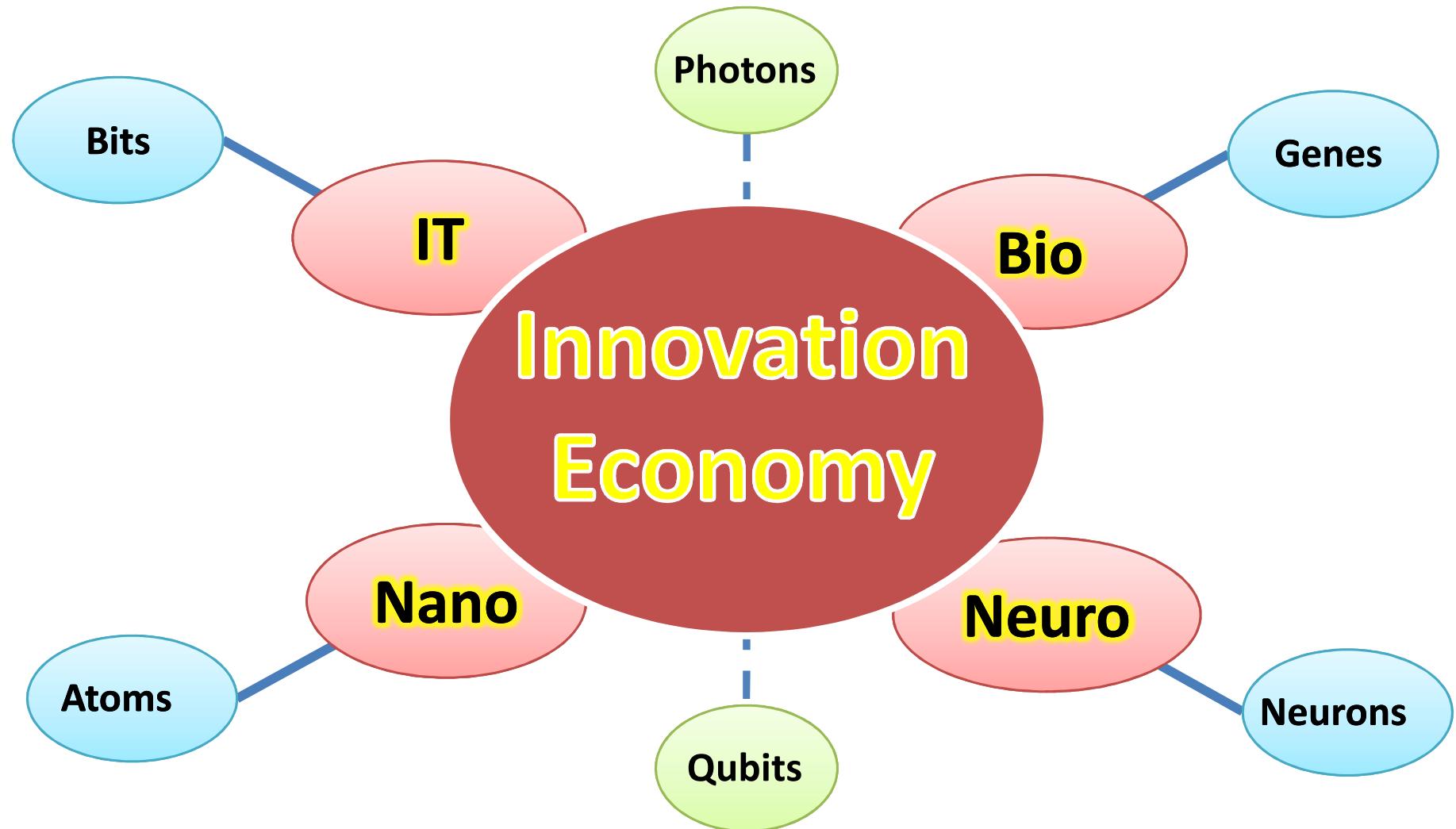
# Think in one language, articulate in another!

The ***relationship between thinking and language is interactive***; both processes are continuously influencing each other in many ways.



**Clear and precise language leads to  
clear and precise thinking.**

# Nurturing students for the...?



"The Innovation economy is coming. It will bring sweeping global change that affects everyone...Those who embrace innovation and adapt quickly will win...The Innovation economy is a **revolution in how individuals use ideas, knowledge, and conduct commerce.**" – James Canton

# 21<sup>st</sup> Century Educator

## Challenge

**Content Vs Process → Mindset Change**

Engaging

Innovative

Interactive

Coaching

Sensitive

Questions

Tech savvy

Explorative

Open-minded

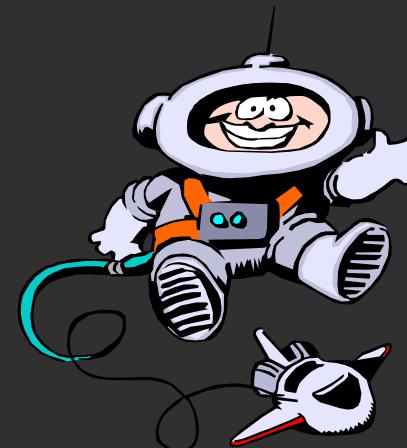
Creative

Learning-oriented

Fun

Empathy

Learning how to learn!  
Multi-disciplined



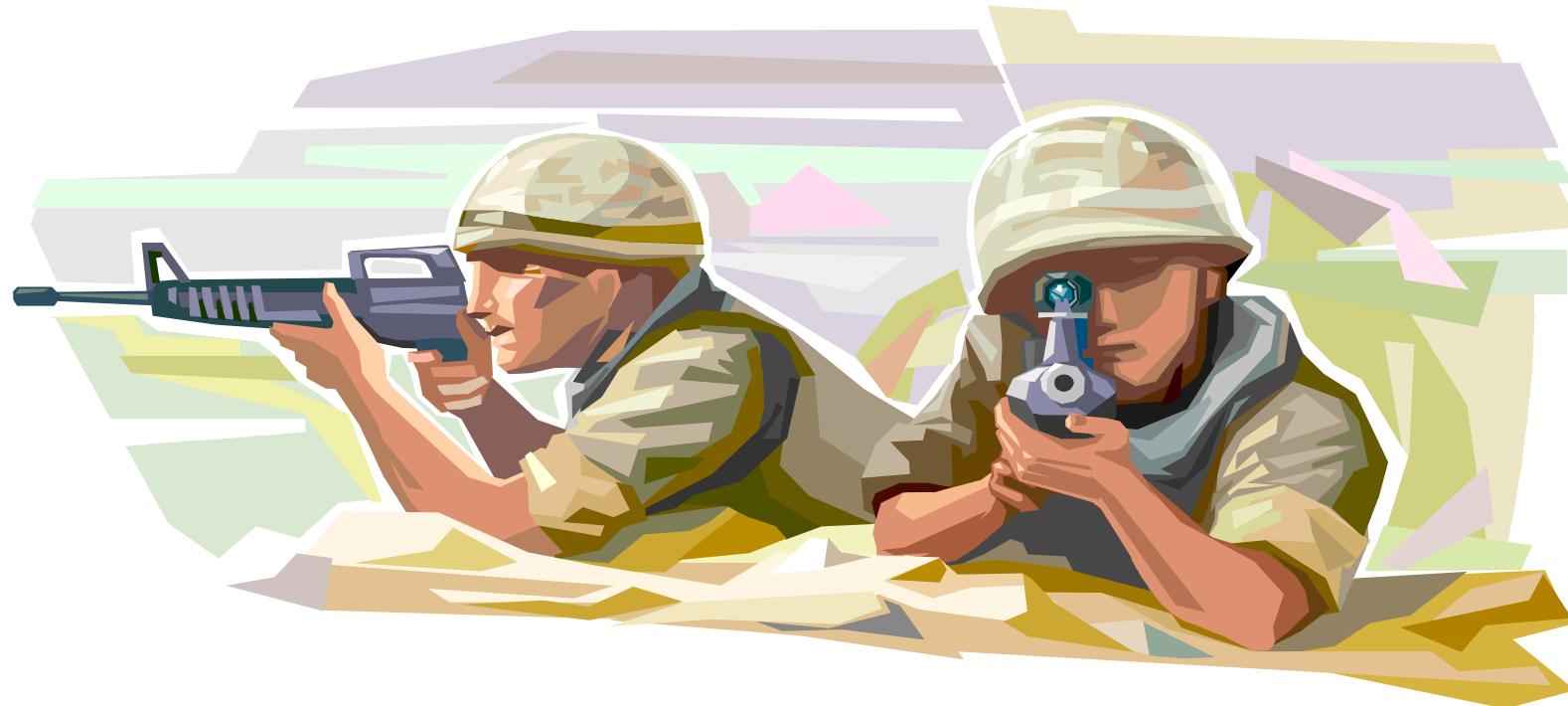
# Constructive Alignment



"Good teaching is getting most students to use the higher cognitive level processes that the more academic students use spontaneously." -John Biggs

Video: <http://www.daimi.au.dk/~brabrand/short-film/>

# Do Learning Outcomes Kill Originality and Creativity?



## Alternatives?

A black and white photograph of a person's hand holding a white eraser. The hand is positioned as if about to use the eraser. In the background, a spiral-bound notebook is visible, suggesting a school or office environment.

**Kinaesthetic/Practical**

**Interpersonal/Social**

**Musical/Rhythmic**

**Naturalist/Environmentalist**

# **Learning Styles**

**Logical/Mathematical**

**Intrapersonal/Self**

**Gaming/Simulation**

**Visual/Spatial**

**Verbal/Audio**

# REFLECT DEEPLY!

Should we adapt learning content  
to different learning styles?

**Should students master  
all learning styles?**

Which learning styles do we need  
to master to succeed at work?

# Case Study

“To be playful and serious at the same time is possible, and it defines the ideal mental condition.” – John Dewey

# Coaching Critical Thinking to Think Creatively!

Sir,  
Do you think  
I can pass?



After the  
1<sup>st</sup> Tutorial

# Case Study

Coaching Critical Thinking to Think Creatively!

I was asked to *lead and transform* the '*Critical Thinking*' course, which is a requirement for all undergraduate students.



# Case Study

Coaching Critical Thinking to Think Creatively!

## Course Reengineering Needed?

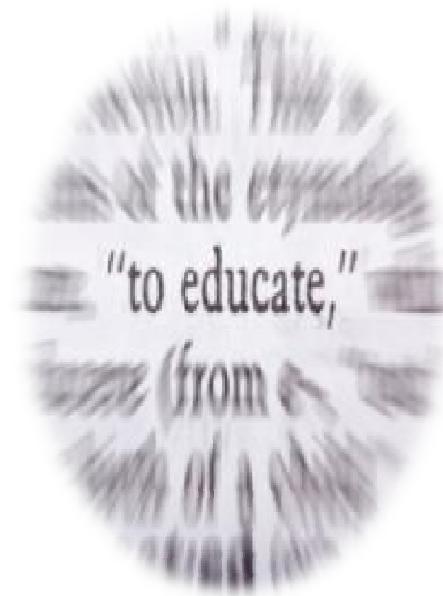
**Yes!**



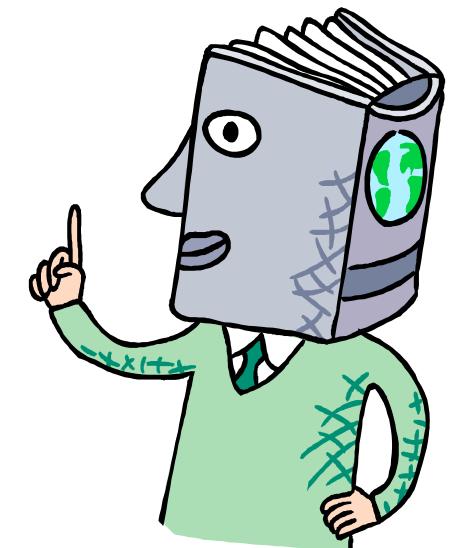
**Yes!**



**Yes!**



**Yes!**



**Students**

**Tutors**

**Content**

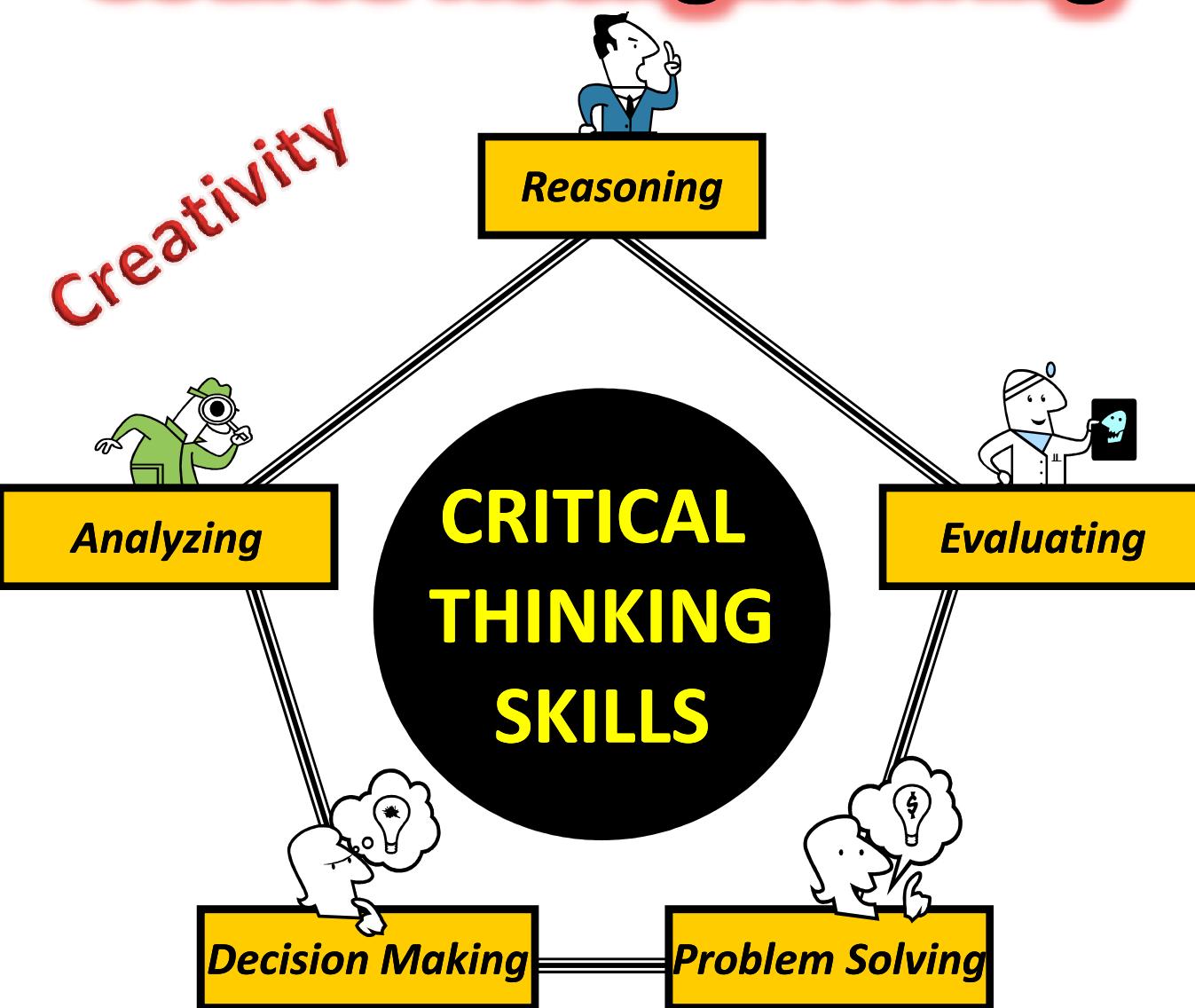
**Pedagogy**

# Case Study

Coaching Critical Thinking to Think Creatively!

## Course Reengineering

Learning?



### Topics

- Critical Thinking
- Thinking Tools
- Arguments
- Fallacies
- Language
- Decision Making
- Problem Solving

### Lesson Plans

Lecture Notes

Activity Sheets

# Case Study

Coaching Critical Thinking to Think Creatively!

## Content Strategy



Questions

Videos

Current Issues

Cartoons

Activities

Tools

Fun

Puzzles

Creativity

# Case Study

## Coaching Critical Thinking to Think Creatively!

### F2F Tutorials

Warm Up

Lecture & Discussion

Group Activities

Sum Up

- ***Warm Up*** (5 – 15 minutes)

A few brain stimulating activities (puzzle, video, question, issue, quote, etc.).

- ***Lecture & Discussion*** (30– 40 minutes)

Explore, discuss and reflect together with the students the 'Thinking Menu' of the day.

- ***Group Activities*** (45 - 55 minutes)

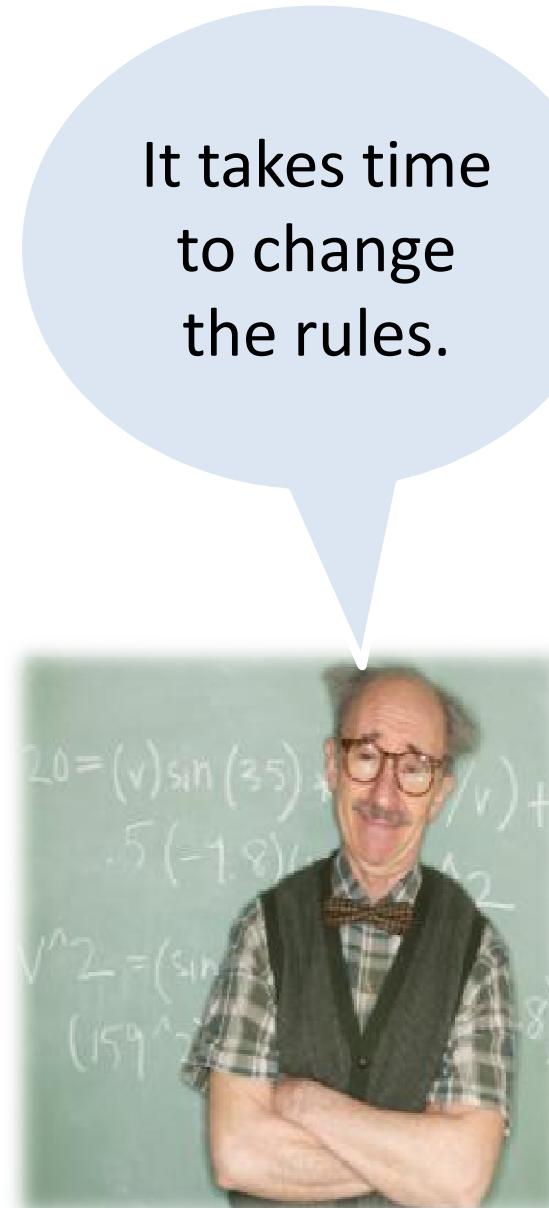
Small groups (4- 6 participants) collaborate on thinking activities, nurturing also leadership, time management, reasoning, organizing, collaboration, communication, writing and presentation skills.

- ***Sum Up*** (5-10 minutes)

Summarize the content and synthesize/evaluate/reflect the group activity findings.

# Case Study

## Coaching Critical Thinking to Think Creatively!



It takes time  
to change  
the rules.

Assessment	
Participation	5%
Online Forums	5%
Quizzes	15%
Group Project Report	10%
Group Project Presentation	15%
Final Examination	50%
<b>Total</b>	<b><u>100%</u></b>



I want more  
marks for  
**participation.**

At least **20%**!

# Case Study

## Coaching Critical Thinking to Think Creatively!

### RESULTS

- **Level 1 – Satisfaction** = A- (90%)
- **Level 2 - Learning** = A (92.9% pass)
- **Level 3 - Application** = Some Idea!
- **Level 4 – Results** = No Idea!

“...Thank you for your guidance and not forgetting your lively classes. It's been a month since the exam and I must say ***all the fallacies learnt remain and is being applied*** in everyday reading materials and at workplace with...(Student)”



# Possibilities

Teaching is not rocket science. It is, in fact, far more complex and demanding work than rocket science.” - *Richard F. Elmore*

# No Time To Think!



I don't have time for  
this nonsense!  
I got to **cover 17**  
**chapters in 14**  
**weeks!**

# Ways to Infuse...

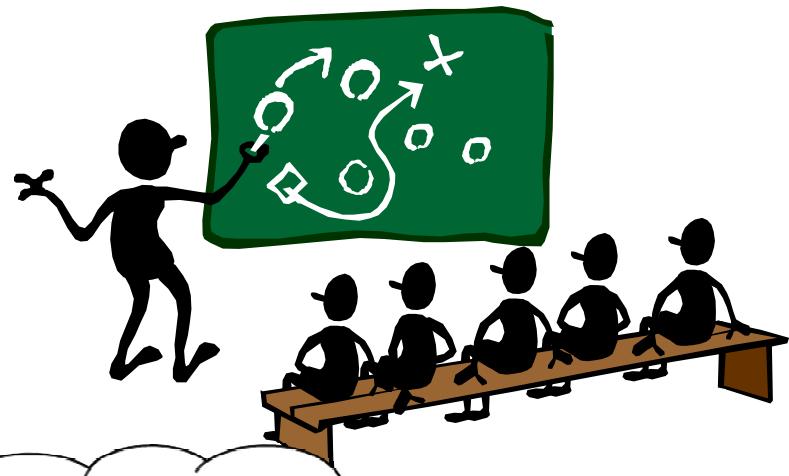
Indirectly

Thinking Into All Subjects



Directly

Teach Thinking Skills



Both you do,  
I sense  
**SUCCESS.**



Games

Field Trips

Videotapes

Role Play

Panel of Experts

Simulation

Interviews

*Case-based Learning*

*Inquiry-based Learning*

# Teaching Methods

*Project-based learning*

Brainstorming

Presentations

Debate

Small Group Discussion

*Problem-based Learning*

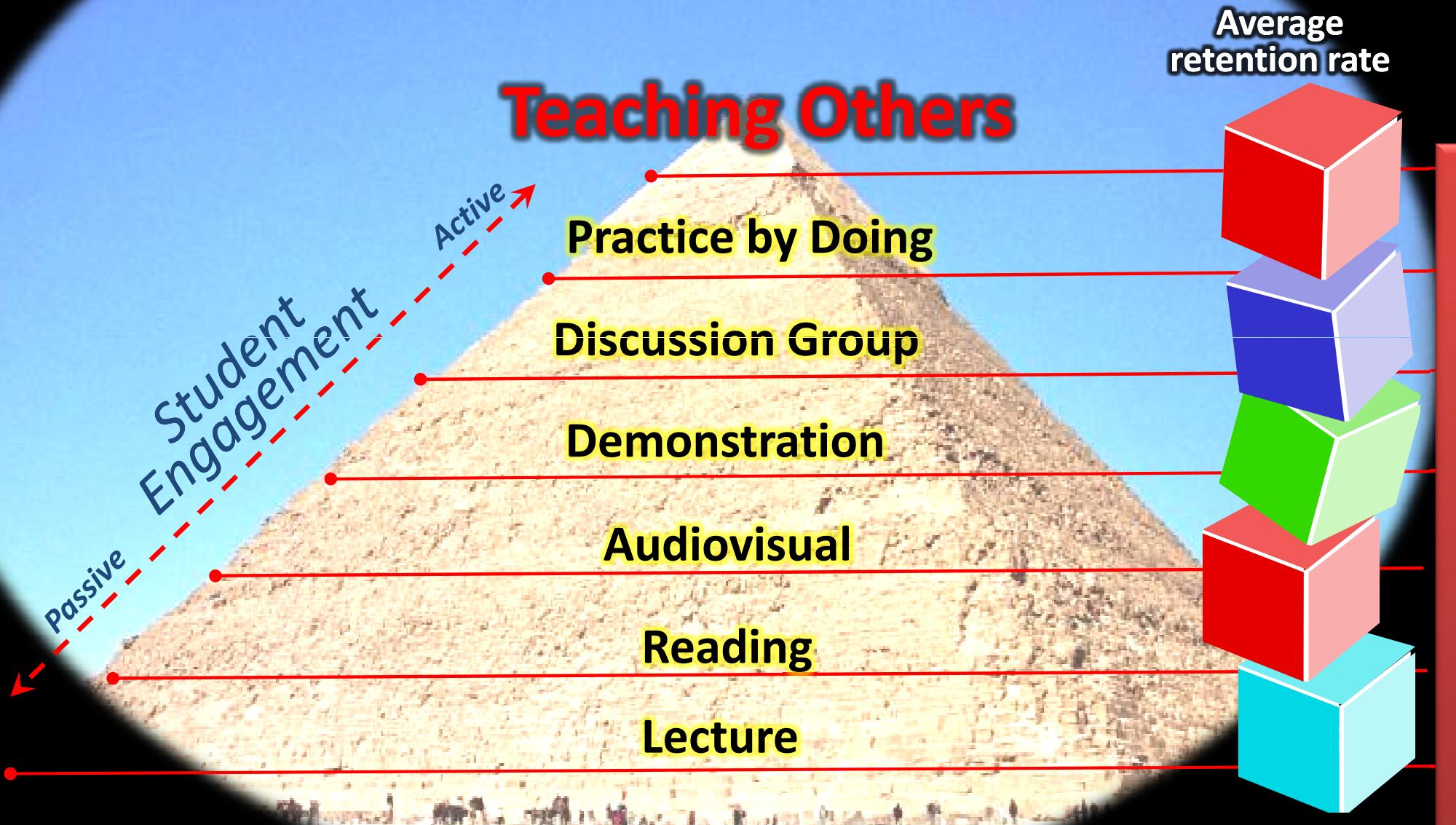
Lecture

Discussion

Guest Speaker

Lab Experiments

# The Learning Pyramid?



# REMEMBER!

**“If keeping someone’s attention in a lecture was a business, it would have an 80% failure rate.”**

**- Dr. John Medina**

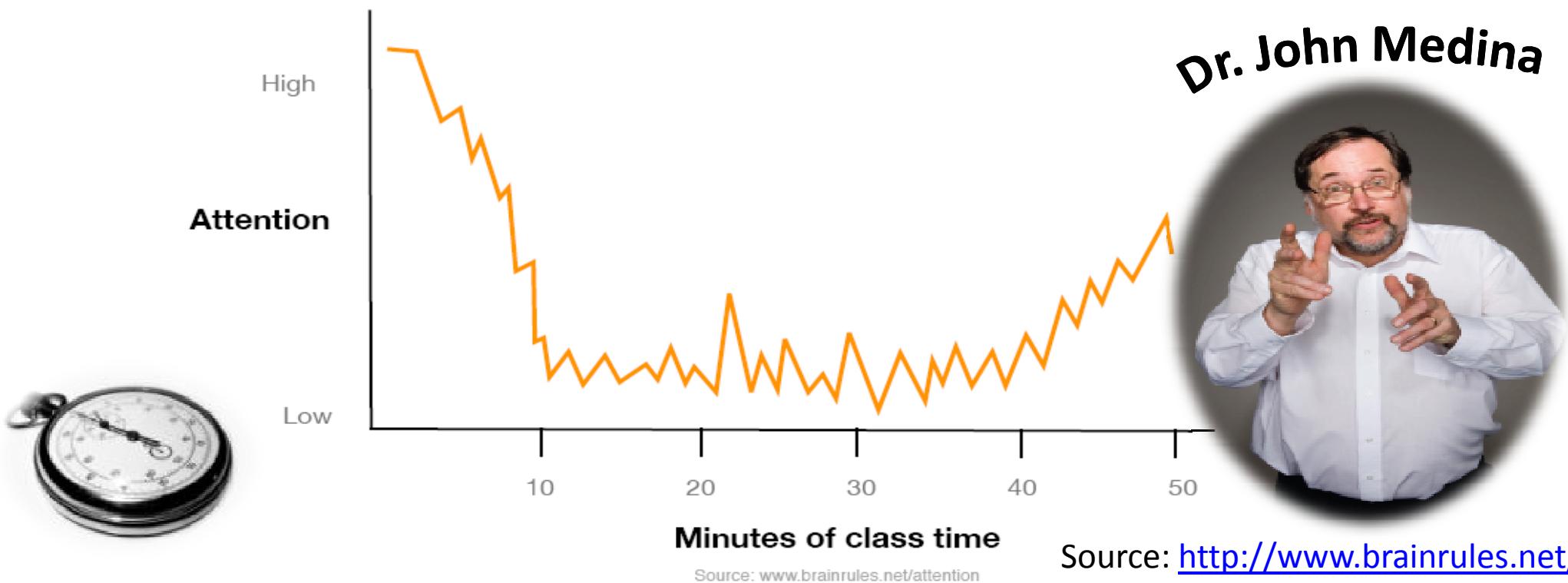


Source: <http://www.brainrules.net/>

# Tips!

- After 10 minutes, audience attention steadily drops.
- Do something emotionally relevant at each 10-minute mark to regain attention (story, video, activity, etc.)

## The 10-minute rule

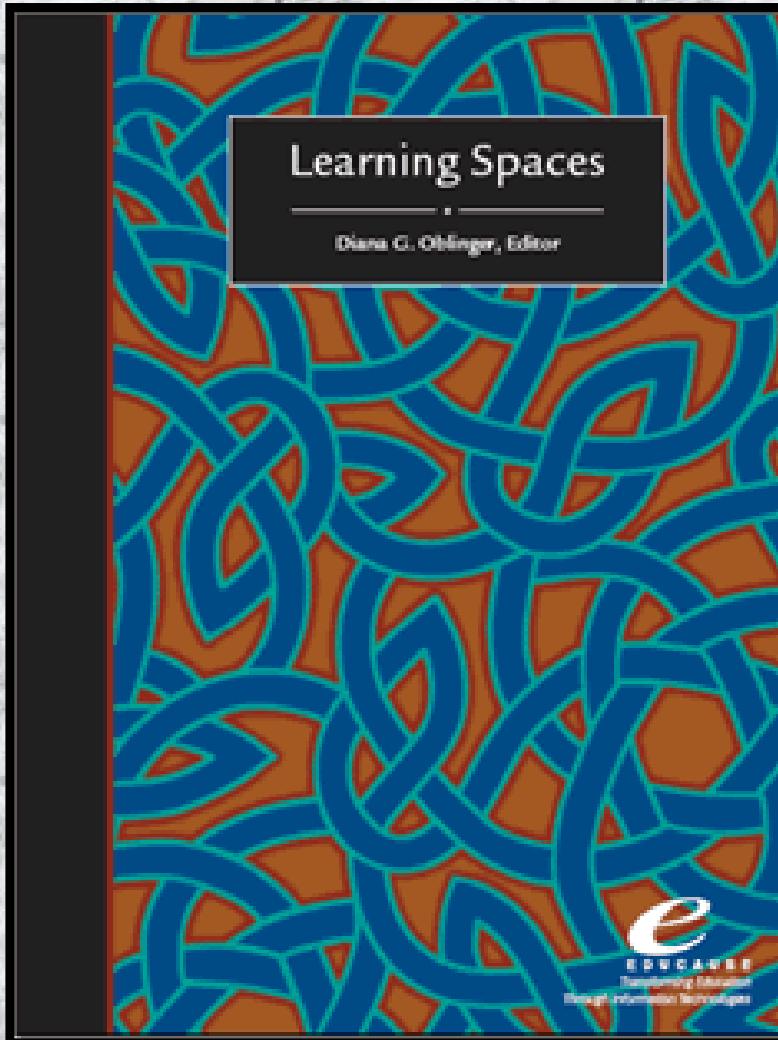


# The Five Minute University



URL: <http://www.youtube.com/watch?v=DRBW8eJGTVs>

# Learning Spaces



Source: <http://www.educause.edu/LearningSpaces/10569>

# Constructing Learning spaces that inspire students to think and learn



Source: <http://www.educause.edu/LearningSpaces/10569>

# Constructing Learning spaces that inspire students to think and learn



Source: <http://www.educause.edu/LearningSpaces/10569>

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# Constructing Learning spaces that inspire students to think and learn



Source: <http://www.educause.edu/LearningSpaces/10569>

# Constructing Learning spaces that inspire students to think and learn



Source: <http://www.educause.edu/LearningSpaces/10569>

If you cannot afford, why not build  
one in **Second Life...**



Second Life: <http://secondlife.com/>

Curriculum Framing Questions

Force Field Analysis

Attribute Listing

Socratic Questioning

SWOT Analysis

Five Ws and H

Provocation

# Thinking Tools

Disney Creativity Strategy

CoRT

DO IT

Reframing Matrix

Concept Fan

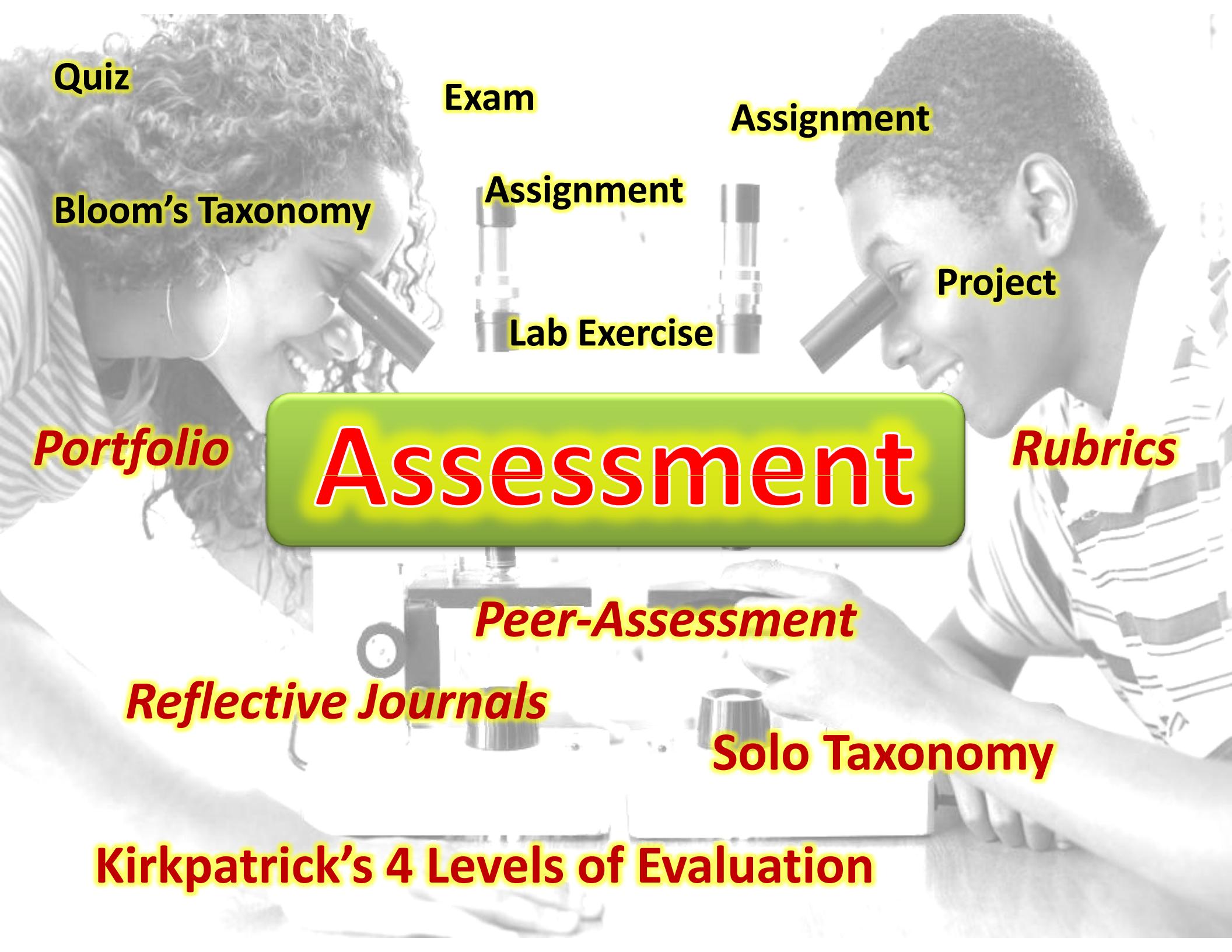
Ishikawa Diagram

Mind Mapping

## Six Thinking Hats

180+

THINKING TOOLS: [http://www.mycoted.com/Category:Creativity\\_Techniques](http://www.mycoted.com/Category:Creativity_Techniques)

A black and white photograph of two students in a laboratory. On the left, a female student with curly hair is looking through a microscope. On the right, a male student is also looking through a microscope. They are both wearing lab coats and safety goggles. The background is slightly blurred, showing other lab equipment and possibly a chalkboard with writing on it.

Quiz

Exam

Bloom's Taxonomy

Assignment

Assignment

Lab Exercise

Project

*Portfolio*

*Rubrics*

# Assessment

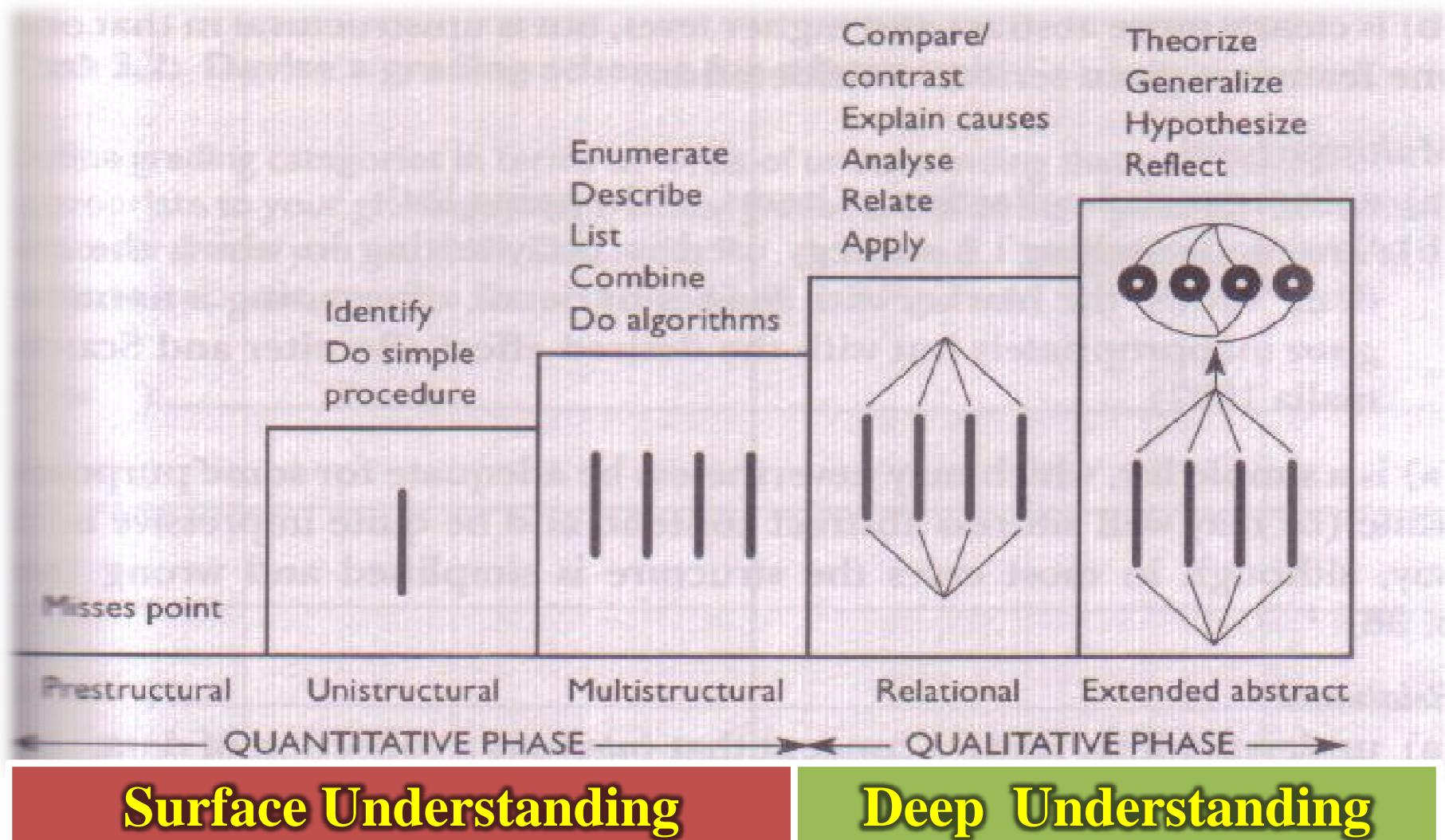
*Peer-Assessment*

*Reflective Journals*

*Solo Taxonomy*

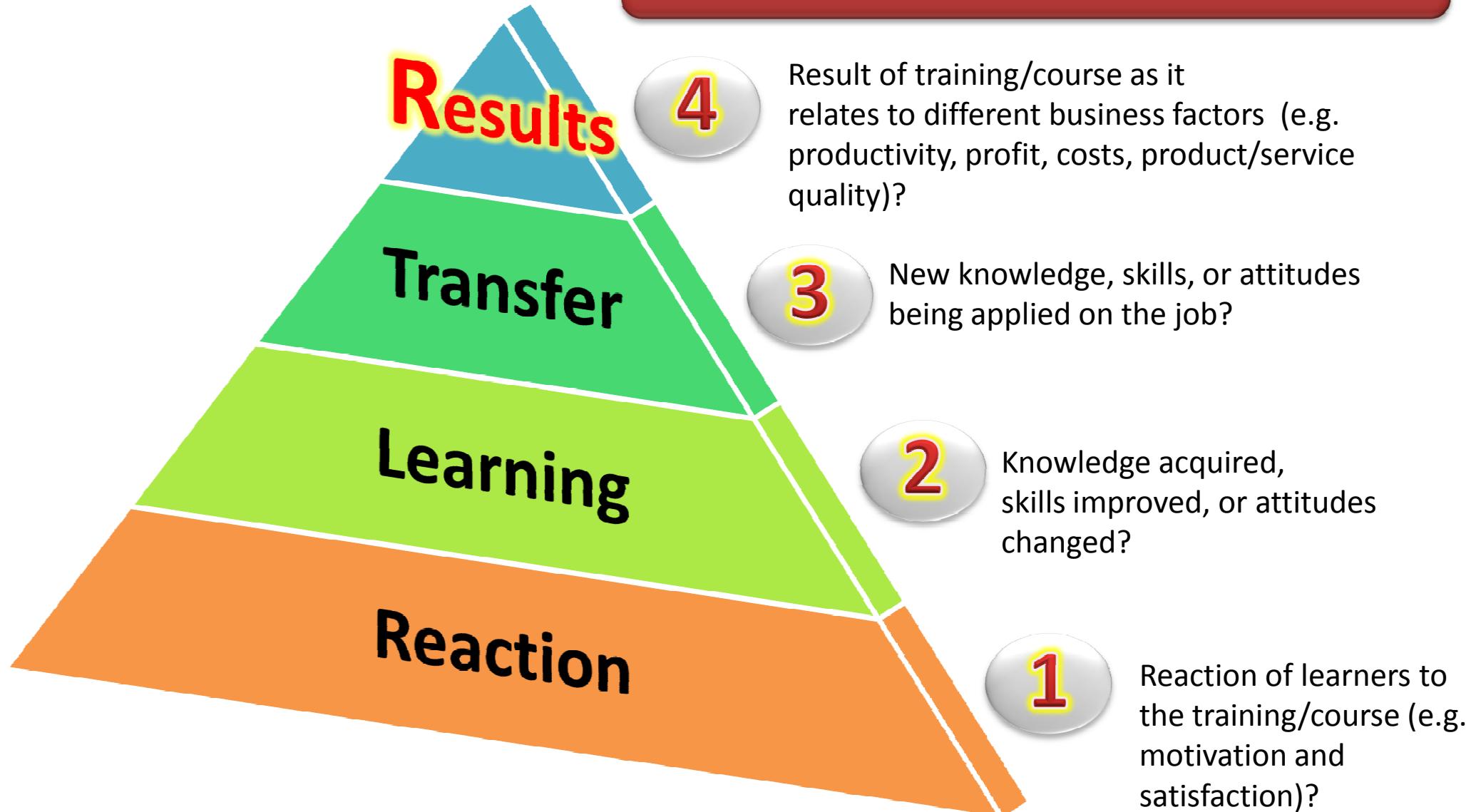
**Kirkpatrick's 4 Levels of Evaluation**

# Solo Taxonomy

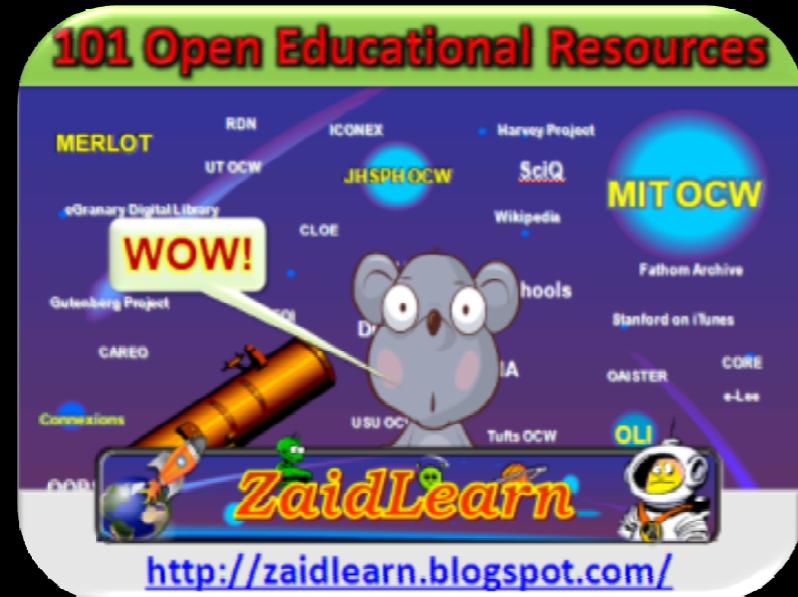


# Kirkpatrick's Four Levels of...

## Evaluation

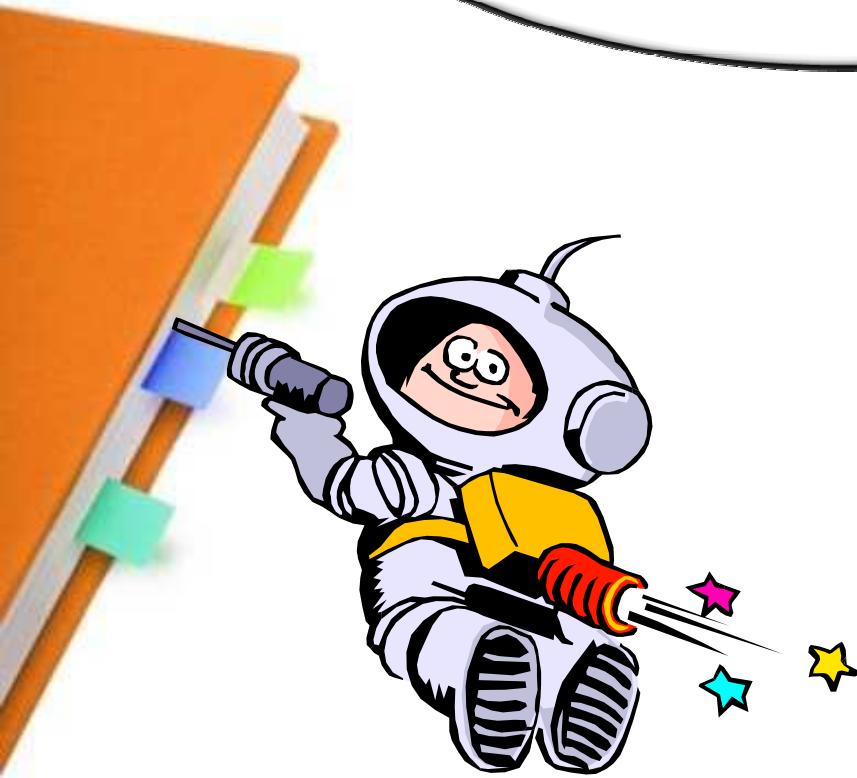


# IS LEARNING FREE?



# Are You Ready!

Informational  
Overload!



Let's explore the idea that there is  
at least one excellent **FREE**  
**LEARNING TOOL** for every  
learning problem, need or issue?

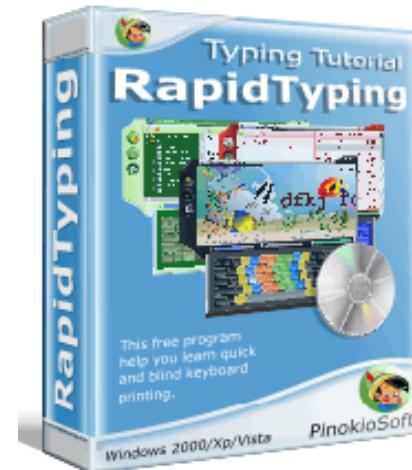


# Typing Skills?

## Peter's Online Typing Course



<http://www.typing-lessons.org/>



<http://www.rapiddtyping.com/>

# Learning Management System (LMS)?

moodle

<http://moodle.org/>

# Hosted LMS?

*Yes, We Can!*

edu2.0

MyiCourse™  
BETA



eLEARNING  
COMMUNITY

<http://www.myicourse.com/>

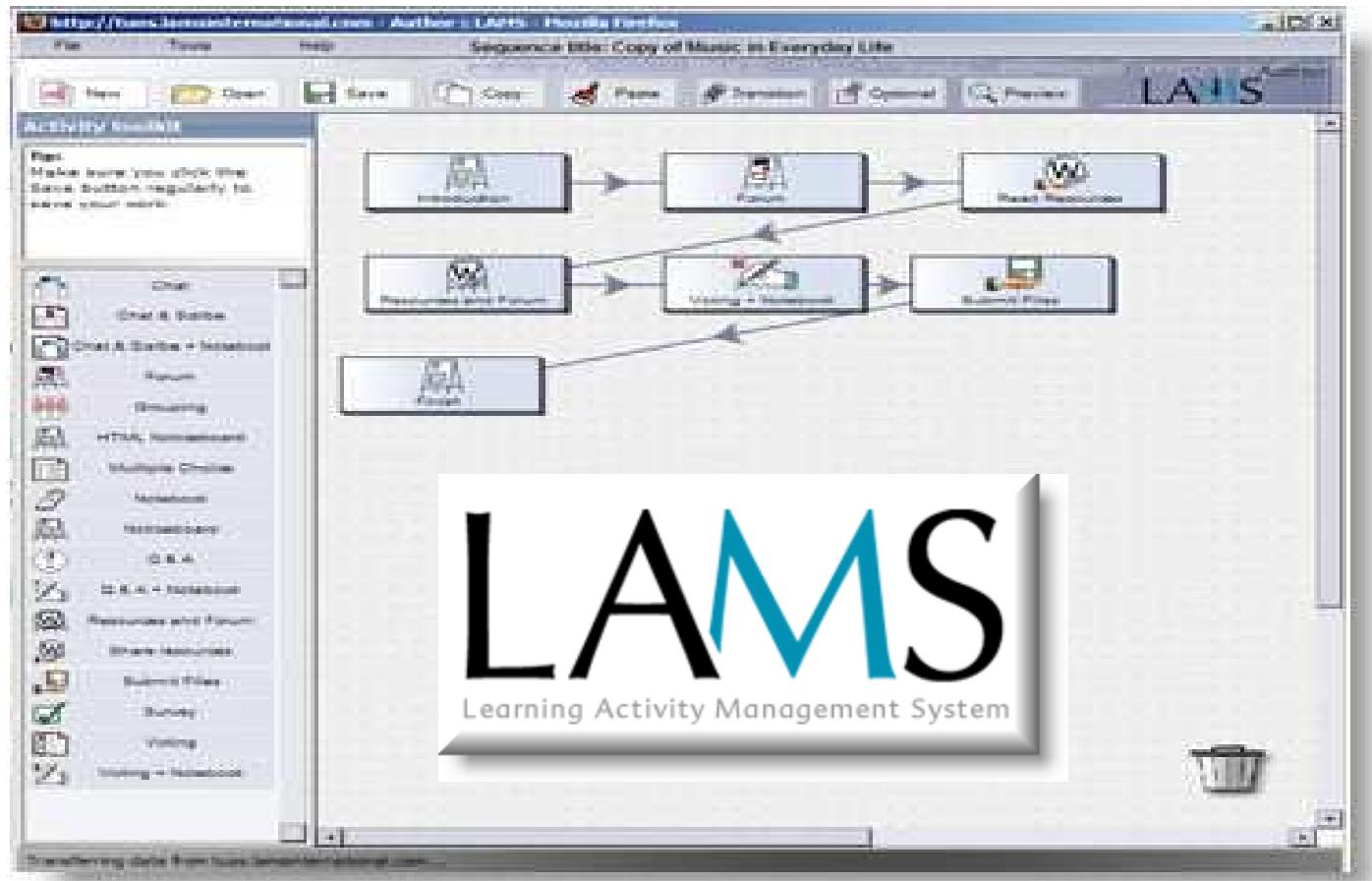
<http://www.lectureshare.com/>

<http://www.edu20.org/>

<http://www.nfomedia.com/>

<http://www.elearningcommunity.com/>

# Learning Activity Management System?



<http://www.lamsinternational.com/>

# Collaboration Tool?

1,700,000+ Members   Create Your Own Social Network   Search

## WAOE 2.0

WAOE, Elearning

Main My Page Members Forum Groups Photos Videos Write

Edit Page Appearance About Me Manage Blog Add Blog Post

### My Page



Welcome to WAOE 2.0

Now that you've joined, [invite your friends!](#)

This is Your Page:

- Start by customizing its appearance
- Use it to [keep a blog](#), and display your profile answers
- Start contributing: [Add photos](#) • [Upload videos](#) • [Contribute to discussions](#) • [Join groups](#)

Latest Activity

You left a comment for [Alice.Bedard-Yostbess](#) Jan 21

You started a discussion called [y-learners in Mathematics \(New 2012\)](#) Jan 9

Hello, Zaid Ali Alsagoff

[My Friends \(40+ friends\)](#)

[My Settings](#)

[Sign Out](#)

Ad by Google

[Looking to Homeschool?](#)  
Inspire the Best in Your Child with Our Top Homeschooling Curriculum!  
[www.CalvertSchool.org](#)

[Web-based Biometric System](#)  
ACTAtek supports pin, smartcard, fingerprint, password and camera  
[www.actatek.com](#)

<http://www.ning.com/>

# *Virtual Classroom?*



<http://www.dimdim.com/>

# Hosted Virtual Classroom?



<http://www.wiziq.com/>

# Broadcast Live?



<http://www.ustream.tv/>

# Content Authoring?



The screenshot shows a course interface for 'First Aid For Electrical Accidents'. At the top, there's a navigation bar with 'CourseLab' and 'Logout'. Below it is a sub-navigation bar with 'CourseLab', 'Logout', 'Logout', 'Logout', and 'Logout'. The main content area has a blue header 'First Aid For Electrical Accidents' with a close button. Underneath is a section titled 'Intro' with three images of electrical workers. Below this is a section titled 'First Aid For Electrical Accidents' with three more images. At the bottom, there's a 'ZaidLearn Approved!' banner with three images, followed by a 'PUBLISHING AREA' section with a 'Logout' button.

<http://courselab.com/>



The screenshot shows the 'Project Properties' screen of the ExeLearning authoring tool. The top navigation bar includes 'Authoring' (selected), 'Properties', 'Package', 'Metadata', and 'Export'. The main area is titled 'Project Properties' with a sub-section 'Pedagogical Designs for eLearning'. It shows the 'Header Background' with a preview of the 'e' logo, and buttons for 'Load Image', 'Show Image', 'Clear Image', and 'Tile background image?'. The 'Author' field is 'Jim Trickey' and the 'License' field is 'Creative Commons Attribution 2.5 License' with a link to 'Tairāwhiti Polytechnic, Gisborne, New Zealand'. The 'Footer' and 'Description' fields are empty. Below these are 'Taxonomy' fields for 'Level 1', 'Level 2', and 'Level 3' with dropdown menus for 'Topic', 'Section', and 'Unit'. There are 'Update Tree' and 'Apply' buttons at the bottom.

<http://www.exelearning.org/>

# Wiki?



<http://www.wetpaint.com/>

A screenshot of the ZaidLearn website. The header features the 'ZaidLearn' logo with a cartoon character. The main content area shows a 'Calculator' tool and a 'ZaidLearn Home' section with tips for creating a homepage. A sidebar on the left lists 'Contributors' and 'Contributor Resources'. A 'Page Toolbar' is overlaid on the bottom right, showing options like 'Edit this page', 'View history', 'Edit this page', 'View page', and 'Edit this page'.



<http://www.wikispaces.com/>



# wikispaces

wikis for everyone

Create simple web pages  
that groups, friends, & families  
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[more quotes](#)

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4. Space name (optional)

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[Terms of Use](#) [Join](#)

**Private Label**

Wikispaces For Your University

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[Learn More >](#)

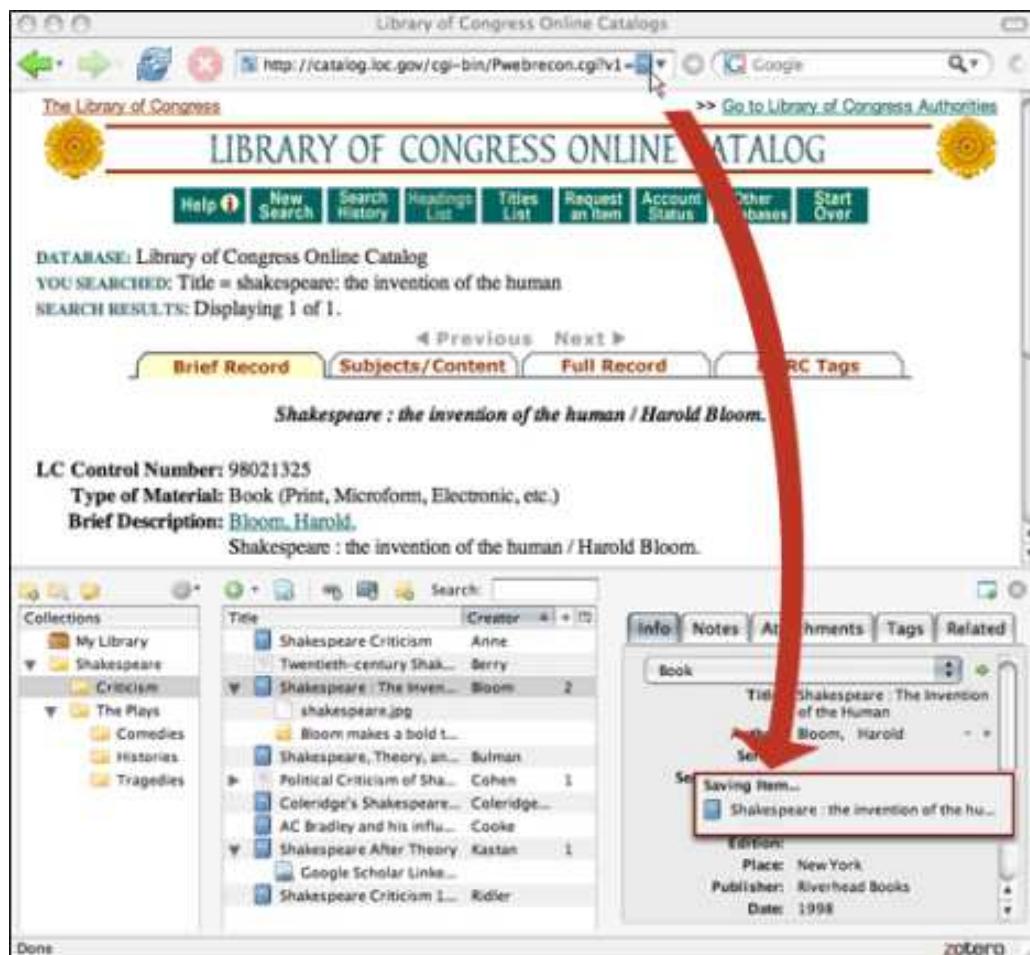
# Collaborative Development

# Record Audio?



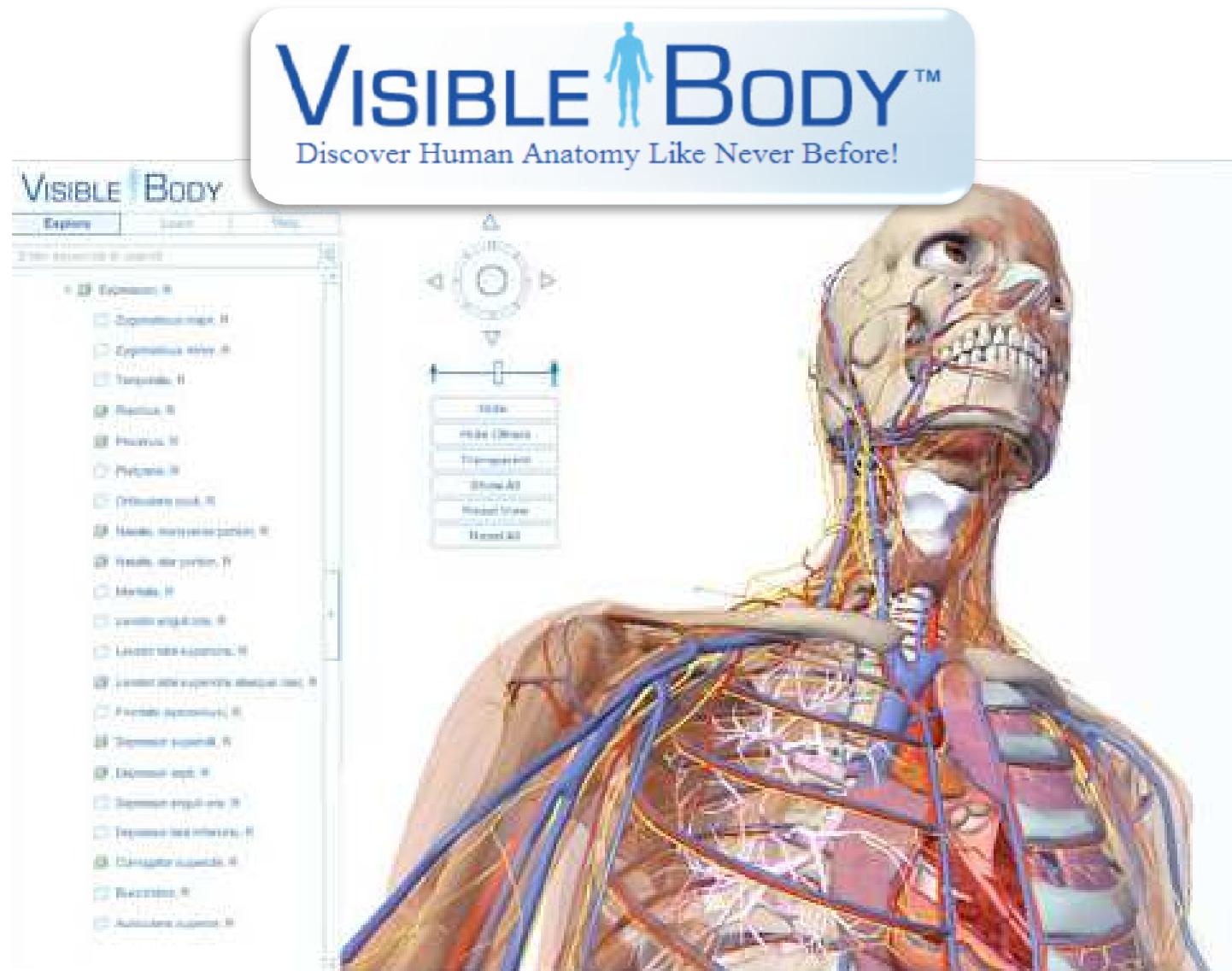
<http://audacity.sourceforge.net/>

# Collect, Manage and Cite My Research Sources?



<http://www.zotero.org/>

# 3D Human Anatomy?



<http://www.visiblebody.com/>

# 3D Business Simulator?



<http://www-306.ibm.com/software/solutions/soa/innov8.html>

# Virtual U



Is a management education game, a simulation of a university, in which the user takes the role of a university administrator. It is designed to foster better understanding of management practices in American colleges and universities.

<http://www.virtual-u.org/>

# Create Flash Games?

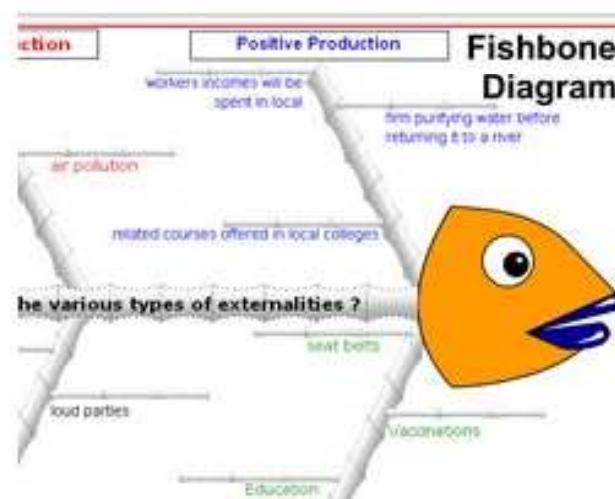


Create free educational games, activities and diagrams in a Flash!  
Host them on your own blog, website or intranet!

## Quick Links:



## Flash Games for Education



<http://classtools.net/>

# Create Cartoons?



<http://www.toondoo.com/Home.toon>

# Create Animated Cartoons?



<http://goanimate.com/>

# Share Slides?



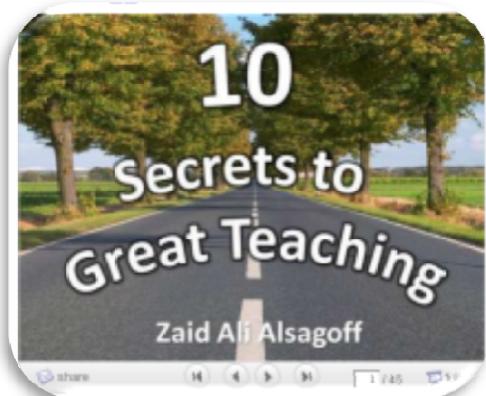
<http://www.slideshare.net/>



<http://www.slideboom.com/>



<http://www.authorstream.com/>



# Share Documents?

## My Documents



### All Documents

Per page: 25 | 50 | 100 Select: all | none View:  

Title	Uploaded	Views	Status
 <a href="#">69 Learning Adventures in 6 Galaxies</a> A collection of 69 learning nuggets (articles) from ZaidLearn compiled i...	7 days ago	1339	Published
 <a href="#">Coaching Critical Thinking to Think Creatively!</a> In a nutshell, I was asked to lead and transform the 'Critical Thinking'...	on 16 Jun, 2008	505	Published
 <a href="#">Infusing 21st Century Thinking Skills Into the T&amp;L Enviro...</a> This presentation explores challenges and possibilities in infusing lear...	on 7 Jul, 2008	231	Published
 <a href="#">10 Secrets to Great Teaching</a> This presentation reveals 10 secrets to teaching, or ingredients to beco...	6 days ago	14	Published

Per page: 25 | 50 | 100 Select: all | none View:  

<http://www.scribd.com/>

# Share Videos?



<http://www.youtube.com/>

<http://www.teachertube.com/>

# Download Videos?



ClipNabber beta

Drag this button to your bookmarks  
Click **Nab It!** to download a video you are watching

Paste URL:

Sponsors [Download&convert online videos](#)

Purpose: Download YouTube videos  
Example: <http://www.youtube.com/watch?v=K7y8GC3DW4Y>  
Instructions: Copy the URL from the address bar  
Format: Manually rename file to whatever.flv

Choose from list to view examples and instructions:

<http://clipnabber.com/>

# Free Learning Content?

MERLOT

RDN

ICONEX

Harvey Project

UT OCW

JHSPH OCW

SciQ

eGranary Digital Library

CLOE

Wikipedia

MIT OCW

Gutenberg Project

CAREO

Connexions

OOPS

WebJunction

**WOW!**

W3Schools

USU OCW

SOCIA

Tufts OCW

Open Yale Courses

Lydia Global Repository



# Starting Points?

## OCWFINDER

Search

English (English)

<http://ocwfinder.com/>

## iBerry

*The Academic Porthole\**

<http://iberry.com/>



<http://www.wikieducator.org/>

## OER Recommender

Makes it easy for open education resource providers to provide links to related resources

<http://www.oerrecommender.org/>

## OER COMMONS

OPEN EDUCATIONAL RESOURCES

<http://www.oercommons.org/>

## OPEN COURSEWARE CONSORTIUM

<http://www.ocwconsortium.org/>

# Massachusetts Institute of Technology



<http://ocw.mit.edu/>



<http://mitworld.mit.edu/>

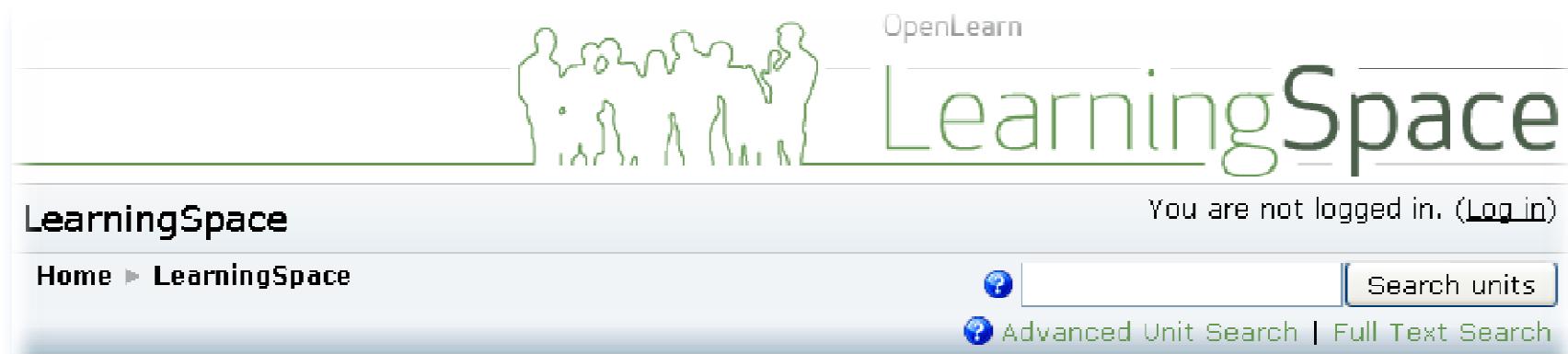


<http://youtube.com/mit>



<http://techtv.mit.edu/>

# The Open University



The image shows the 'LearningSpace' interface of The Open University. At the top, the 'OpenLearn' logo is displayed above the 'LearningSpace' text. Below this, a green line drawing of three stylized human figures is shown. The navigation bar includes 'LearningSpace' on the left and 'You are not logged in. (Log in)' on the right. A breadcrumb trail 'Home > LearningSpace' is visible. On the right side of the header, there are search options: 'Search units' (with a 'Search' button), 'Advanced Unit Search', and 'Full Text Search'. The main content area features three boxes: 'Knowledge Maps' (with a purple icon and text 'Map the web, ideas, and arguments...'), a central box with text about 'The OpenLearn website', and a 'Log in' box with fields for 'Username' and 'Password' and a 'Log in' button.

LearningSpace

You are not logged in. (Log in)

Home > LearningSpace

Knowledge Maps

Map the web, ideas, and arguments...

MSG Instant Messaging

The OpenLearn website gives free access to course materials from The Open University. The LearningSpace is open to learners anywhere in the world.

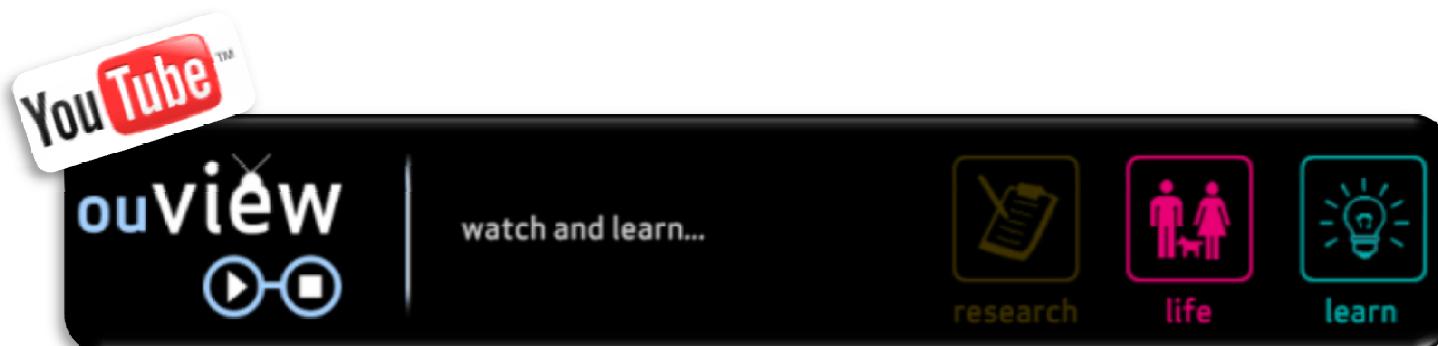
Log in

Username

Password

Log in

<http://openlearn.open.ac.uk/>



The image shows the 'ouView' interface, which is a 'watch and learn...' service. It features a 'YouTube' logo and a play/pause button icon. The text 'watch and learn...' is displayed. Below this, there are three colored boxes: 'research' (yellow), 'life' (pink), and 'learn' (teal). Each box contains a small icon: a clipboard with a pencil, a person and a dog, and a lightbulb respectively.

YouTube™

ouView

watch and learn...

research

life

learn

<http://www.youtube.com/ou>

# India

**RAI OPENCOURSEWARE**

Welcome to Rai OpenCourseware, opening the treasure trove of knowledge and related resources.

**Available Courses**

- Architecture
- Biosciences & Technology
- Computing
- Electronics
- Mechanical
- Management
- Mass Communication
- Insurance
- Media-Moving Image
- Hospitality & Tourism
- Fashion
- Healthcare

**Welcome to RAI OpenCourseWare**

Rai OpenCourseware is yet another milestone in Rai Foundation Colleges's quest of bringing world-class higher education within the reach of one and all. With the Rai OpenCourseware available free on the net, learning is just a click away for self learners who aspire to add value to themselves and thereby for the community at large.

The Rai opencourseware can be, if you wish simply downloaded from the Internet. initiatives. This has Educational institutions who wish to use it for given me a chance their students can also do so by only to acquire more providing an acknowledgement to Rai knowledge & so Foundation Colleges as 'Source'.



<http://www.rocw.raifoundation.org/>

**NATIONAL PROGRAMME ON TECHNOLOGY ENHANCED LEARNING**  
funded by the Ministry of Human Resource Development, Government of India

a Joint Venture by  
Indian Institute of Technology &  
Indian Institute of Science

IIT BOMBAY IIT DELHI IIT GUWAHATI IIT KANPUR  
IIT Kharagpur IIT MADRAS IIT ROORKEE IISc BANGALORE

Videos | Playlists | Groups

National Programme on [Subscribe](#)  
Technology Enhanced Learning

**nptelhrd**  
Style: Educational  
Joined: November 27, 2007  
Last Sign In: 3 hours ago  
Videos Watched: 4,402  
Subscribers: 4,083  
Channel Views: 133,803

This channel provides technical lectures from all seven Indian Institutes of Technology and Indian Institute of Science, Bangalore.

The Video Courses are organised as PLAYLISTS under the following Categories:

1. Core Sciences
2. Civil Engineering
3. Computer Science and Engineering
4. Electrical Engineering
5. Electronics and Communication Engineering
6. Mechanical Engineering



<http://www.youtube.com/nptelhrd>

# Harvard University



## Berkman

The Berkman Center for Internet and Society at Harvard Law School

HOMERIC ODYSSEY AND  
THE CULTIVATION OF JUSTICE

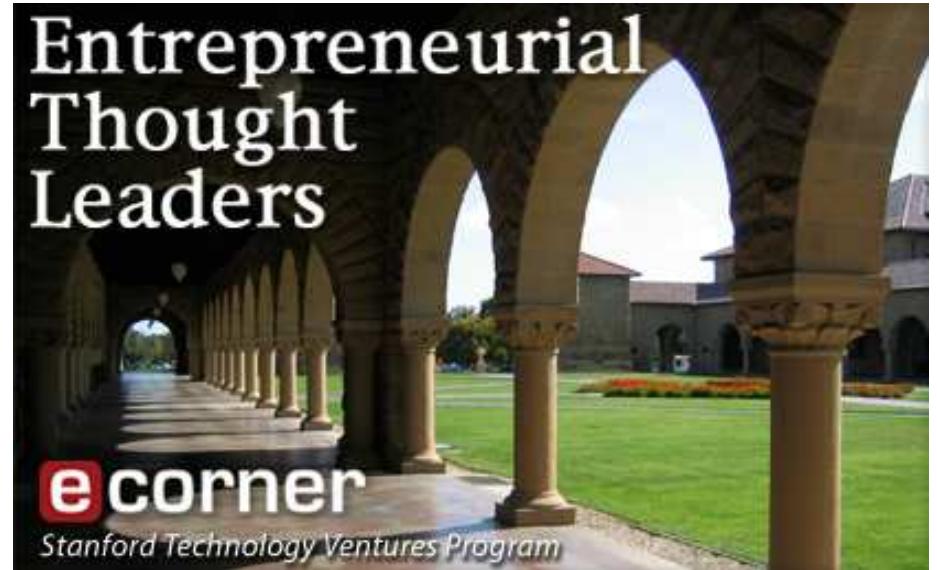


# Stanford University



<http://itunes.stanford.edu/>

## Entrepreneurial Thought Leaders



<http://ecorner.stanford.edu/podcasts.html>



<http://www.youtube.com/stanford>

# VideoLectures.Net



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174 events, 3267 authors, 3595 lectures, 5085 videos

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## FEATURED LECTURES:



Statistical Modeling of  
Relational Data

Pedro Domingos

3 comments



Information Retrieval and  
Text Mining

Thomas Hofmann

1 comment



Simulation Modeling:  
Examples

Seth Bullock

1 comment



Ecopolitical debate and  
the politics of Nature

Val Plumwood

2 comments



Time Distance – A New  
Generic Approach for  
Analysis and Visualization of  
Time Related Data

Pavle Sicherl

<http://videolectures.net/>

# The Peer 2 Peer University (P2PU)



The Peer 2 Peer University

Search Site

## Navigation

[Welcome](#)  
[Courses](#)  
[Create a Course](#)  
[Join a Course](#)  
[Learning](#)  
[Team](#)  
[Advisory Group](#)  
[FAQ](#)  
[The Concept Doc](#)  
[Site License](#)

## RSS

P2PU feed



## Welcome

We are in the process of setting up the P2PU!

The Peer 2 Peer University is an online community of open study groups for short university-level courses. Think of it as online book clubs for open educational resources. The P2PU helps you navigate the wealth of open education materials that are out there, creates small groups of motivated learners, and supports the design and facilitation of courses. Students and tutors get recognition for their work, and we are building pathways to formal credit as well.

Find out more about what [P2PU courses](#) look [like](#) [using](#) [your](#) [own](#).

Can aliens  
join, too?

Stay informed, please add [our mailing list](#), and we will let you know when we launch.



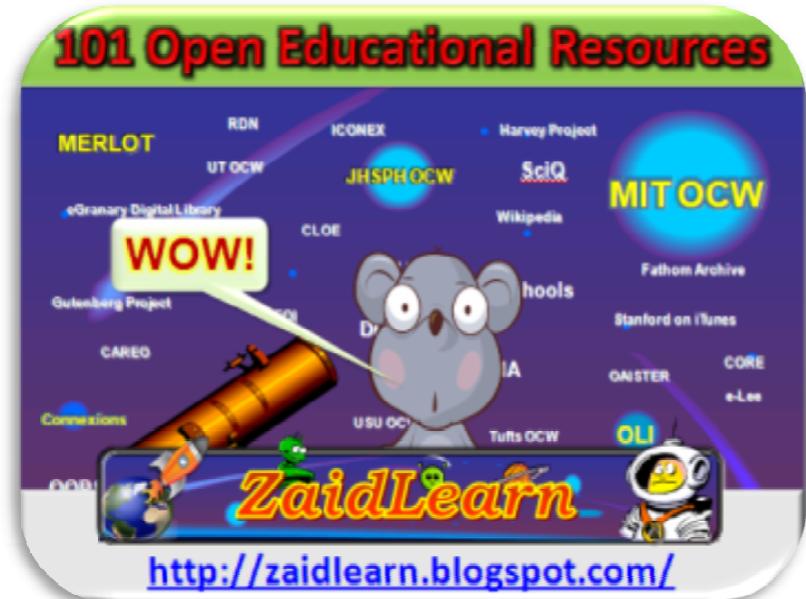
Can we  
join?



# Launch = Early 2009

<http://www.peer2peeruniversity.org/>

# That Was A Few Nuggets From...



# Conclusion

*“A person who asks questions is a person who thinks.” - William Wilen*

# 10 SECRETS TO GREAT TEACHING?



Source: <http://zaidlearn.blogspot.com/2008/07/10-secrets-to-great-teaching-part-2.html>



# Key Ingredients of Effective Learning

Using Roger Schank's (2002) seven (7) criteria for assessing the effectiveness of a course:

CRITERIA	Description	Examples
<b>F</b> ailure	Enable failures that surprise the student.	Include challenging individual/group activities, games, simulations, etc.
<b>R</b> easoning	Encourage practice in reasoning.	Group discussions, forums, chat, blogs & wikis.
<b>E</b> motionality	Evoke emotional reactions (feelings) in the student.	Emotionally evoking relevant stories that are preferably real.
<b>E</b> xploration	Promote exploration, curiosity and enable inquiry.	Web quests, aggregators, social bookmarking, e-portfolio & study groups.
<b>D</b> oing	Encourage practice in doing. We learn so that we can do.	Activities, lab exercises, games, puzzles, or the real thing (if possible).
<b>O</b> bservation	Allow students to see things for themselves.	Observe the real thing/world if possible. If not use the virtual/artificial alternative.
<b>M</b> otivation	Supply or build upon existing motivation.	Make it relevant, interesting & enjoyable. Simply ask the students what motivates them.

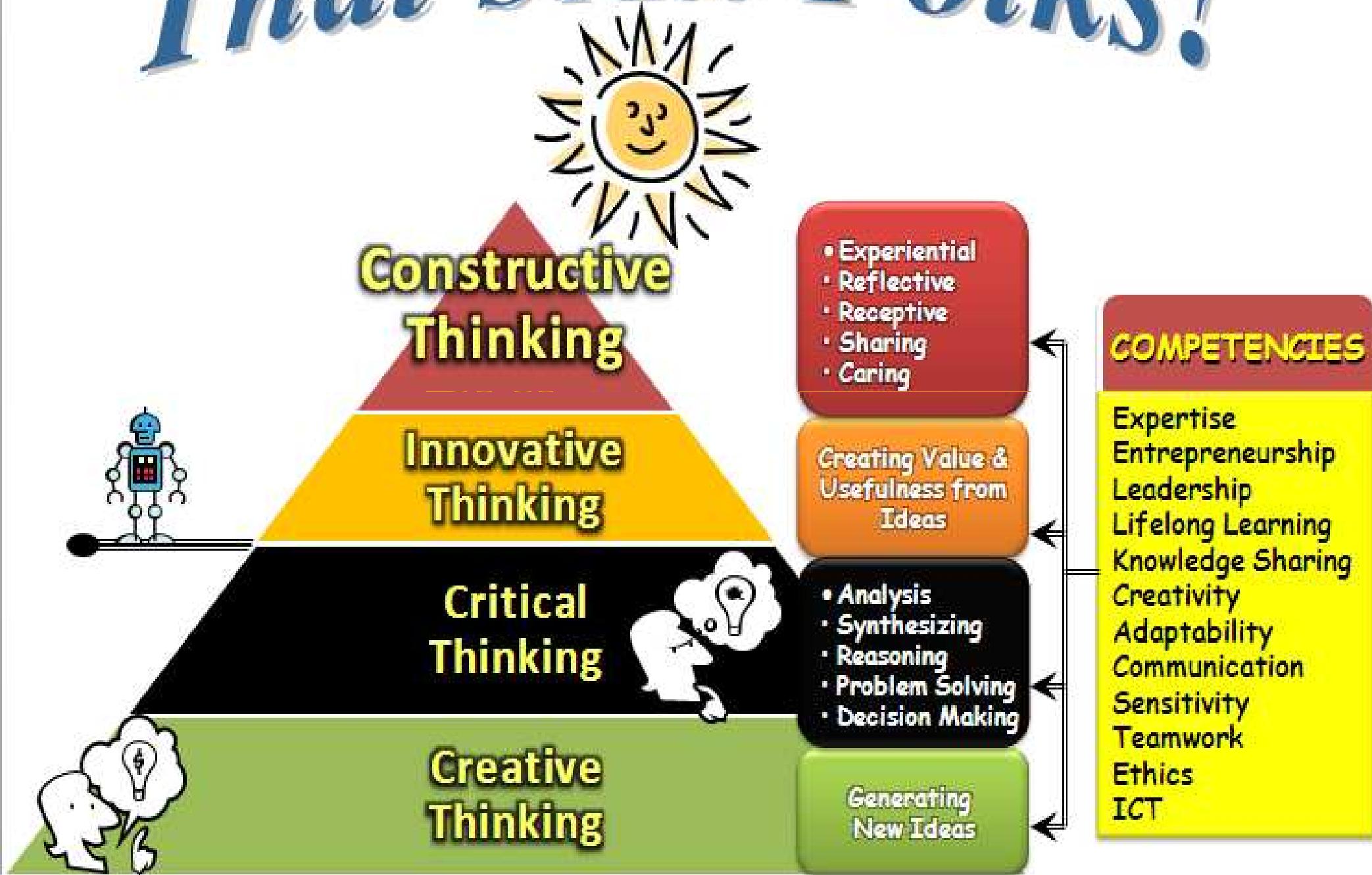
# Finally....

- There is **NO** ‘silver-bullet’ model that can be applied for all types and level of courses.
- Encourage faculties and lecturers to explore **alternative approaches** depending upon the capacity of the students and types of courses that are being facilitated.
- **Involve students** more in the learning process and encourage them to reflect their own thinking when discussing issues.
- Encourage **tolerance for ambiguity** in the learning process.

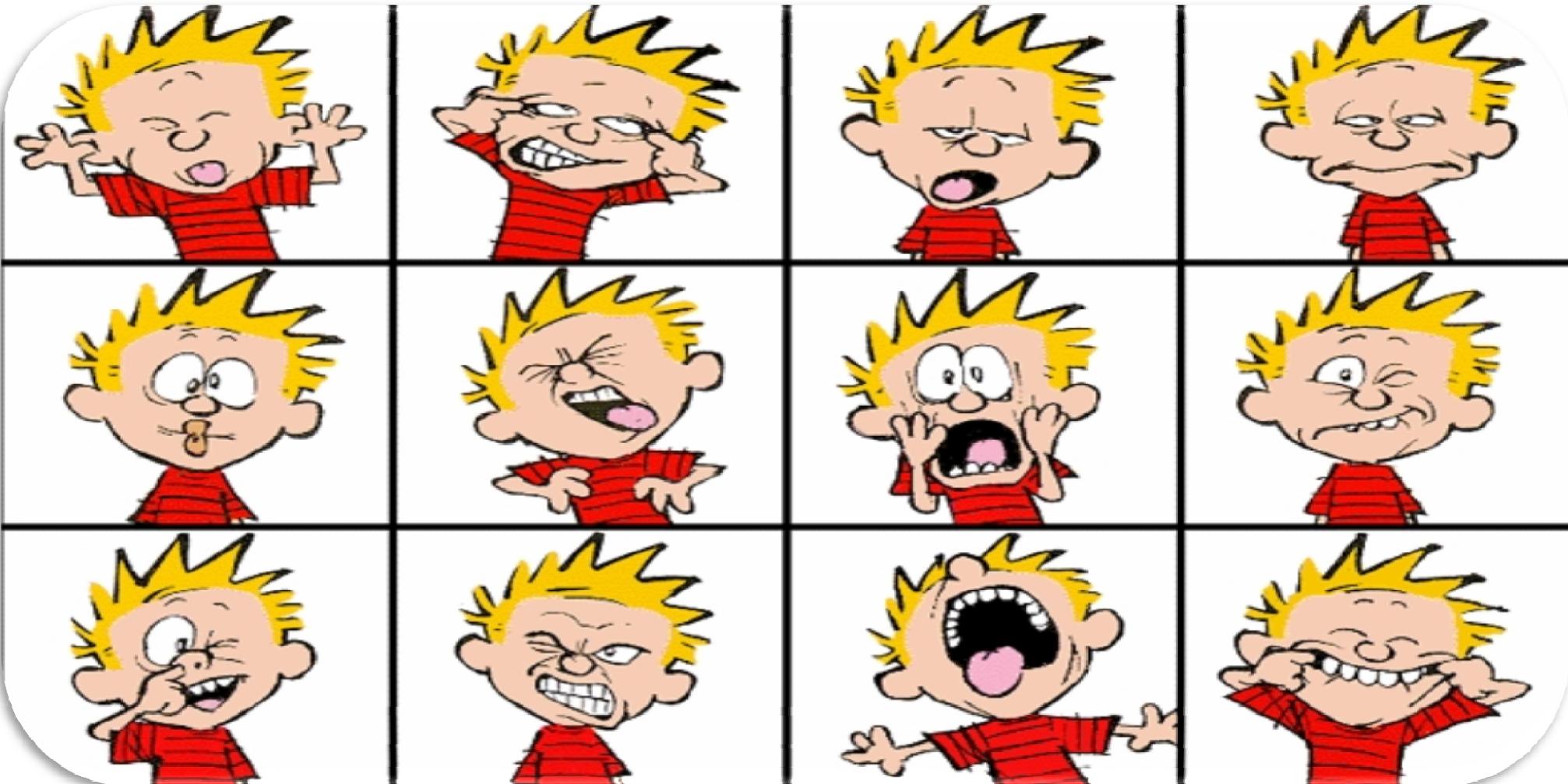
# Finally, Finally....

- Have **flexibility to change** the direction during the implementation process if the learning outcomes are not being achieved.
- Encourage students to **work in groups** in solving problems, making decisions, and presenting ideas.
- Explore (free) **e-Learning tools** to facilitate more engaging and effective learning.
- Explore **free learning content** available online, which could be embedded in your course (core or supplementary) to spice it up.

# That's All Folks!



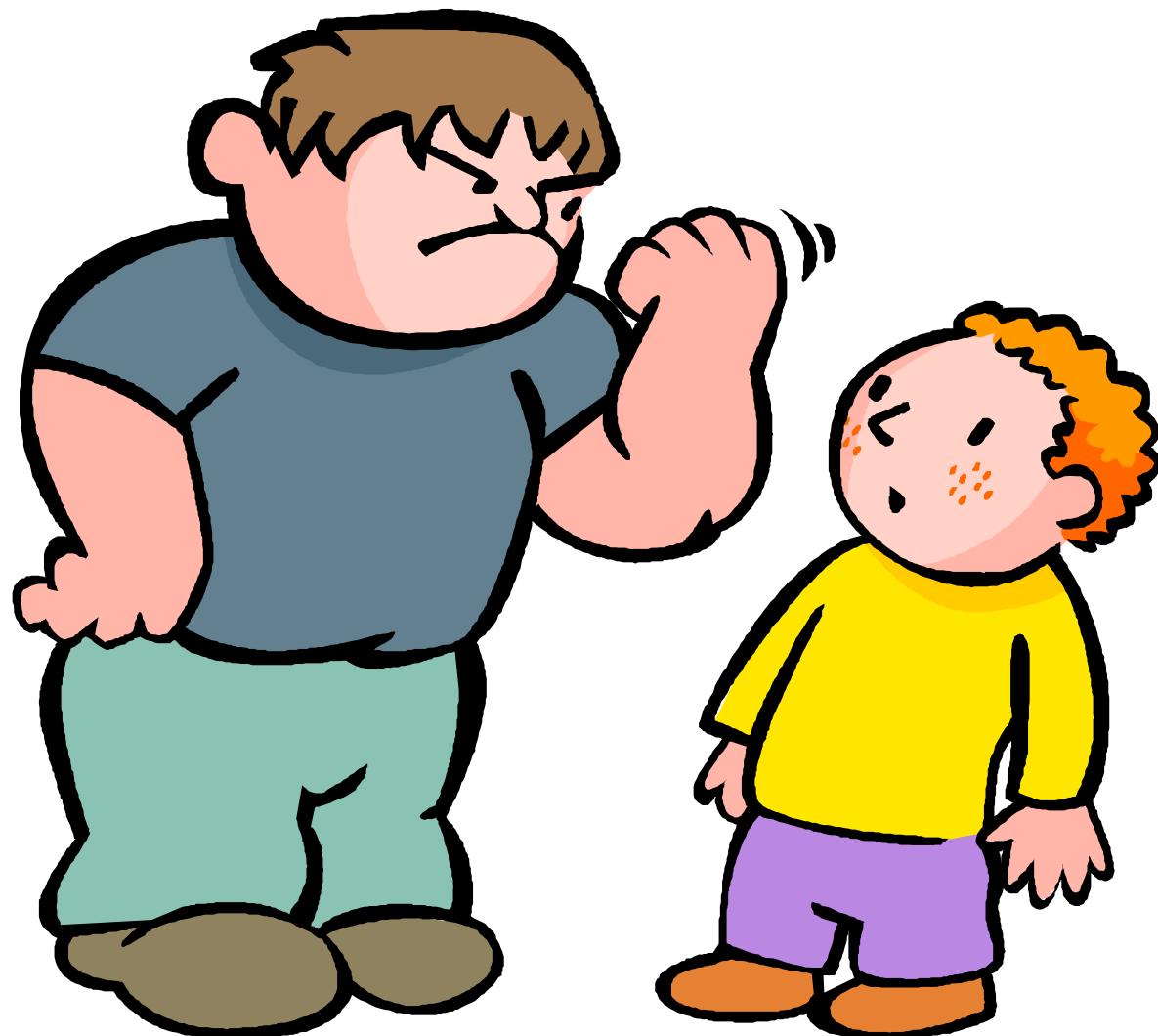
# LEARNING?

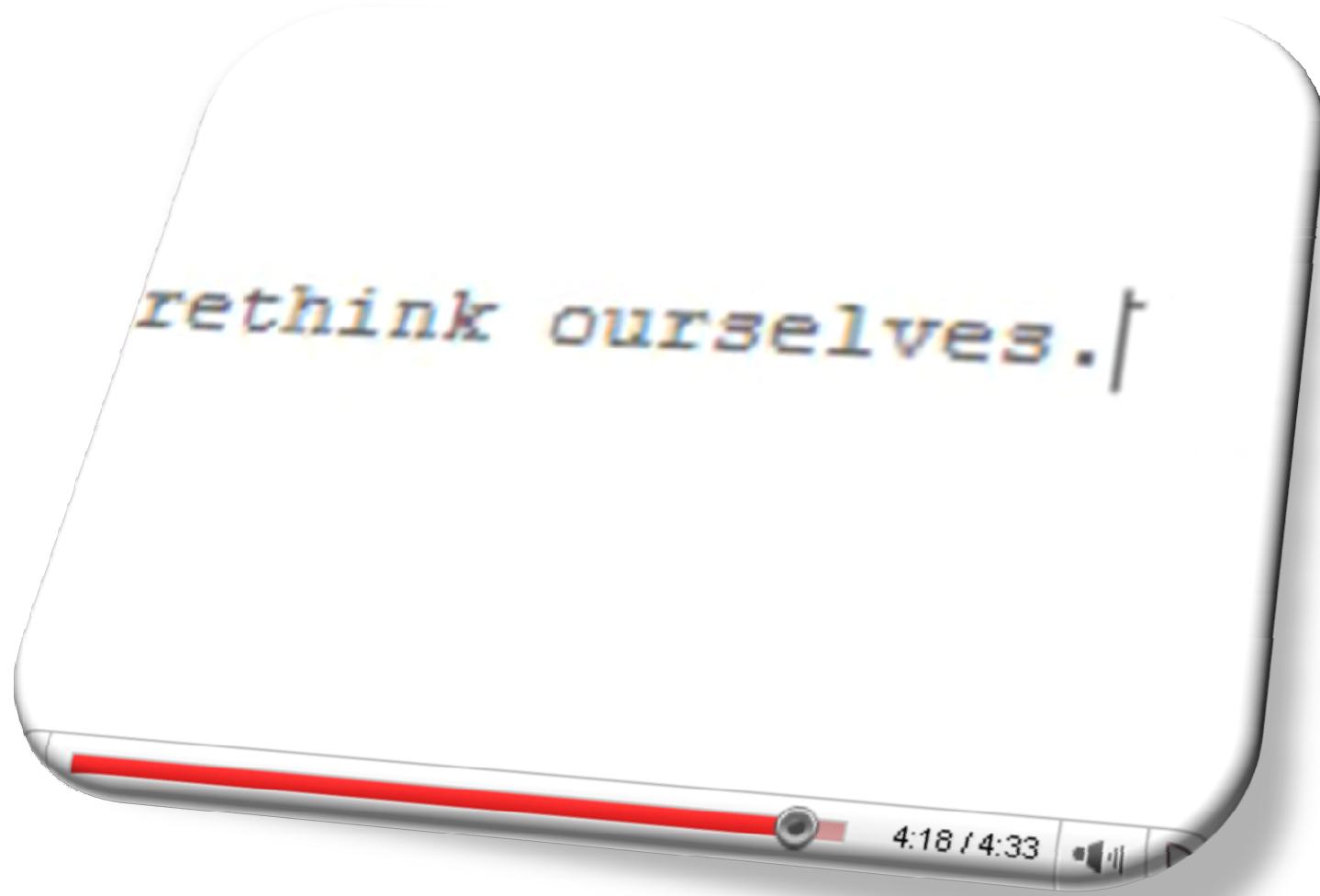


Source: <http://www.ridethatpony.com/calvin1.jpg>

*Which expression matches Your Satisfaction  
with this convention until now?*

# No Questions Please!





## Web 2.0 ... The Machine is Using Us

The evolution of knowledge creation, management and sharing.

URL: [http://youtube.com/watch?v=NLIgopyXT\\_g](http://youtube.com/watch?v=NLIgopyXT_g)

# Contact Details

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*E-Learning Manager, INCEIF*

***E-mail:*** [zaid.alsagoff@gmail.com](mailto:zaid.alsagoff@gmail.com)

***Blog:*** <http://zaidlearn.blogspot.com/>

